24 October 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT: Agenda for Meeting, Thursday, 25 October

   1. The Curriculum Committee will meet on Thursday, 25 October; you will be notified of the time and place by telephone.

   2. The agenda includes:

     a. Course reports, critiques, and schedule formats;

     b. The Self-Study Program;

     c. Requirements and production of TV tapes.

   3. Attached as background information are excerpts from previous Curriculum Council minutes dealing with Item (a); a paper on the Self-Study Program is included for your information.
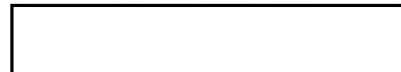
STATINTL

31 October 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT: Minutes of Meeting, 25 October 1973

1. The Curriculum Committee met in the DTR's Conference Room at 1400 hours, 25 October 1973. All members were present with the exception of [ ] STATINTL request.

STATINTL   2. Beginning with a discussion of the Self-Study Program, [ ] directed the members' attention to [ ] memo STATINTL on the same subject dated 24 October 1973. The memo outlines the options open now in the Self-Study Program, reminding that the words "self-study" mean different things to different people. Mr. STATINTL [ ] added that the DTR has expressed the need for the use of video cassette tapes as a primary teaching medium in management courses, and the Director hopes this medium will also be applied to other OTR courses. This would still require the time of an instructor who would conduct the course or handle a seminar, discussions, and the problems presented; so therefore, in the most precise definition, it would not really be a self-study activity. Nevertheless, a requirement has been levied for the development of cassettes and the acquisition of equipment. Mr. STATINTL [ ] said that of the video cassettes available today, those helpful to us exist only in the fields of management and computer science; and while there are some available in specific skills training, not many are relevant to the needs of this Agency. STATINTL [ ] said that we have often purchased "packaged things," e.g., the Grid and the former AMP (which drew much criticism). Before we purchase a package of management theory in cassette form, we should look at its relevance to the managerial practices of this Agency. If it isn't related, we should not put a large investment in that kind of program. Given the shortage of funds ($6,000) for this activity and given the fact that we are still in the experimental stage, the Committee wants to learn the essential steps first before starting into courses. After his attendance at an Audio Visual Seminar in Chicago in November, [ ] may STATINTL be able to provide more information of a technical and financial nature. In the meantime, we will proceed with options (c) and (d) STATINTL of [ ] paper.

STATINTL   2. [ ] is taping training units; their goal is to reach the point where the tapes would be self-sustaining. The project is far from complete, but it has wide applicability. The project will have to be completed at a time when we are "fatter" personnel-wise and money-wise, for its successful completion would require the full-time concentration of several instructors.

critiques, but he felt that they should not be permanently attached to the End-of-Course report which goes to the DTR--with the exception being course critiques for new courses. He suggested the following routing for the End-of-Course report: instructor to Branch or Unit Chief; SA/OT (if the reports contain items of interest to him); C/PDS/DTG (critiques attached; to be reviewed and returned to Unit Chief for retention); C/PDS; DTR. After discussion, the Committee decided

(a) Critiques would be required in all OTR courses;
(b) Critiques will not be forwarded to the DTR as part of the End-of-Course report; exception: new courses;
(c) Signatures on the critiques are not required;
(d) Critiques and End-of-Course reports should include a _question/paragraph on whether or not objectives were met.

The Committee agreed that a policy paper should be devised on critiques and End-of-Course Reports; hopefully, the paper will show a list of things to be covered in critiques, but will allow flexibility in format. On End-of-Course Reports, the Committee began a discussion of things to be included. Information is needed on EEO statistics--should they be included in Reports? The breakdown of the class by Directorates is helpful.

9. The meeting ended with a discussion of the agenda for the 7-8 November meeting STATINTL

STATINTL

-3-

25X1A

changes.) The first running of the MEDC under SIWA auspices will be in the fall. There will be no changes in the Course until the winter. Mr. [   ] will draw up a reorganization plan of his faculty.

It was also noted that Mr. Cunningham is quite concerned about "tribalism" in the Agency and is of the opinion that the MEDC is a good vehicle to break down the barriers and might not be too amenable to suggested changes in the Course.

25X1A
25X1A

[   ] told the Council that [   ] is attempting to 25X1A identify midcareerists. [   ] was advised by the DDTR that OTR should not become involved in CS career planning and that each Directorate should be responsible for its own planning.

Friday, 16 July 1971:

25X1A

3. The session began with [   ] reading what is now required in End-of-Course Reports. There seemed to be little on the content of the reports. Most of the discussion centered on whether the reports should

25X1A

go through a "middleman." [   ] explained that the middleman was used primarily to highlight the important developments and to pinpoint those things that would require action. The Council was unanimous in the opinion that course coordinators and chiefs of schools were in a much more advantageous position to flag problems and highlights. It was agreed that the End-of-Course Reports will go directly to DDTR, by-passing the "middleman."

25X1A

[   ] outlined on the blackboard the objectives of course reports:

    1. To inform School Chiefs and DTR
    2. To report on that running
      a. Quality
      b. Student reaction
      c. Changes introduced
      d. Problems

25X1A

As further guidelines to aid in preparation of the reports, Mr. [   ] informed the Council that DTR is not concerned with the physical aspects of a course running but he is interested in what changes have been made, what new exercises have been inaugurated and what student might have done an outstanding job.

25X1A

[_____] will prepare a memorandum for approval by the members of the Council setting forth guidelines for End-of-Course Reports. The guidelines, when approved, will be distributed to all school chiefs over the signature of the DTR.

4.   The subject of student critiques was next on the agenda.   The concensus of the Council was that student critiques really were of little value except for new courses.   It was also agreed that it would not be possible to run a course without inviting student critiques.   It was recognized that each school has different problems on student critiques but all members were in agreement that the student should address his critiques to method rather than personality.   Council members wished to make further studies before coming to any conclusions.   [_____] asked DDTR for guidance. DDTR stated that, "We really can't give guidance.   I think that you should feel free to experiment -- even to the point of dropping it."   DDTR told the Council that he would discuss this problem with DTR.   Further discussion on student critiques will take place in the fall.

25X1A

5.   Next meeting will take place in September.   Date to be set later.

Curriculum Council
16 July 1971

19 October 1971   1300 -

The subject of student critiques discussed. It was generally agreed it did not seem appropriate to critique the same course over and over again because nothing really resulted from this type of exercise. Critiques are much more valuable from those courses directed at the mid-level to senior officer, e.g., AIS, COS Seminar. It was suggested by [_____] that with the exception of new courses, or where changes have been made, critiques should be at the option of the school chief. When critiques are called for, only forward those that have something to say. If course reports are not satisfactory, front office can call. In conjunction with this discussion, an additional way to get good feedback is by monitoring individual presentations. Chairman recommended that [_____] spot check the courses. He will talk to school chiefs, not the front office.

The following recommendations were spelled out:

1.   Critiques voluntary -- school chiefs to decide when to forward. School can file critiques and invite DTR to see them.

2.   Critiques not necessary in long established courses.

3.   Critiques should not be used in those courses in which student not capable of making constructive criticism.

4.   Critiques will be used in new courses.

5.   Critiques will be used when contemplating change.

6.   In lieu of critiques, school chiefs will provide the DTR with better course reports.

19 October 1971   [_____]

[_____] brought up the subject of End-of-Course reports. He mentioned that he had thought that the "middle-man" concept had been discarded. He stated that he did not think it necessary that [_____] make his comments on the routing sheet inasmuch as he is talking to the DTR; not the course chief. [_____] stated that he would now make his notes on separate work sheet and at appropriate time submit them to the front office.

Curriculum Council
19 October 1971

STATINTL

25X1A

Agenda
Curriculum Council

25X1

25X1

25X1
25X1

3. [_____] EOD   25X1A
   a.   Should any course be mandatory,
   b.   If mandatory -- any exceptions,
   c.   Who can exempt,
   d.   Time limit,
   e.   Test as a substitute.

4.   Student Critiques - this subject was discussed at the CC meeting of
     16 July 71.   Council members wished to have more time to consider
     the problem.
   a.   Value of critiques,
   b.   Should critiques be invited,
   c.   Should all courses have student critiques,
   d.   Can we devise one format for all courses,
   e.   What do you look for?

Curriculum Council Agenda
18-20 October 1971

5. Student Evaluations
   a. Of what value are student evaluations and to whom,
   b. Should evaluations be dropped completely,
   c. Identify courses in which students should be evaluated,
   d. What should determine whether students are evaluated, e. g., length of course, specialized course.

6. Admittance procedures to OTR courses
   a. Where does the authority lie - to deny admittance,
   b. Should prerequisite for entrance into courses be strictly adherred to - at what point does course chairman or school chief exercise his authority - if such exists,
   c. Should the authorities prerogatives be spelled out and included in course descriptions?

7. Role of the Training Officer
   a. Most training officers function only on a part-time basis as far as training is concerned - how this effected communication between OTR and components,
   b. Should Divisional training officer be ST Careerist,
   c. Where does responsibility of OTR training officer lie in maintaining liaison with not only divisional but component training officer,
   d. Establishment of a senior officer as OTR training officer.

8. What is the minimum capability OTR is expected to maintain in special operations (PM)
   a. People
   b. Skills
   c. Courses
   d. _____ 25X1
   e. _____

9. Resolution for the responsibility for Overseas Orientation
   a. OS has surveyed the problem - what are the results,
   b. Does OTR intend to keep it - if so where does it belong - OS, SIWA.

10. Possible input on understanding of foreign cultures into courses other than IWA
    a. What are we doing now,
    b. What further can be done,
    c. Case histories,
    d. Should Language School have a function.

Curriculum Council Meeting
12 November 1971

25X1A

In attendance: ⬛⬛⬛ z, Chairman

⬛⬛⬛ ecretary

Mr. Cunningham, DTR

1. This meeting was called to explain to Mr. Cunningham certain
recommendations that have been made to him by the Curriculum Council.
The Chairman stated that the recommendations are certainly not firm and
the collective minds of the CC are open and seeking answers to the
recommendations. The Chairman in conjunction with the members of
the CC decided to discuss three items that were considered at the 18-20
October meeting of the Curriculum Council: Student Critiques, the
Catalog, and the proposed new course - Agency Trends & Highlights.
The first two items were discussed, the other will be considered at a
later date.

The subject of "Student Critiques" was first on the agenda. As
background information the Chairman opened this discussion by making
the general statement that there is a feeling among the School Chiefs
that there is more time given by the front office to student critiques than
to the end-of-course reports. The chairman gave as further background
information the recommendations that were set forth by the CC at the
18-20 October 1971 meeting (see para 4 of the minutes of that meeting).
The Chairman suggested that certainly we should not discontinue the
critiques but that it is incumbent upon the school chiefs to use these
critiques to add to the knowledge and to get a better feel for a particu-
lar course.

25X1A

⬛⬛⬛⬛ suggested that it should be mandatory that we insert a
paragraph in the End-of-Course report on student critiques. He also
suggested that student critiques can be informal and not demand that
they be written. He suggested that critiques are an immediate manage-
ment tool. He cited as an example the use of Course Coordinator time
during the BOC which is held every Friday.

SECRET

Mr. Cunningham suggested that the School Chiefs look into constant critiques or periodic critiques such as is done in the Senior Seminar. He stated keep such critiques flexible but that it is one way to attain a sense of how we are doing during the course.

25X1A

[_____] raised the point of whether the instructors are made aware of critical comments made about them. [_____] stated that this is a difficult problem stating that some instructors are better performers than others and at times there are invidious sets of distinctions and that there have been no real specific results from the critiques. The same instructors are praised course after course and others are panned course after course and those who have been panned have come to the conclusion that they will never improve. Mr. Cunningham suggested that for those instructors panned course after course that it might be better that he do something else. DDTR stated that this can become a most difficult problem and we have at times tried to place these people in other positions without too much success.

25X1A

25X1A

[_____] pointed out that in his studying of critiques that in some instances students have commented on certain elements of a course, e.g., not enough time to read the reading material, a given speaker has bombed or a lecture overdrawn and no comment on the part of the instructor as to whether these comments have been noted.

DDTR noted that course critiques give independent points of view and counterbalance the fact that some instructors do not come to grips with problems.

Mr. Cunningham remarked that the content is most important and that the critiques should be substantive -- what and (how) a course should be given.

Critiques have been valuable in that a number of changes have been brought about by student critiques. Mr. Cunningham remarked that he does not pay more attention to critiques than End-of-Course reports. (1.) If an End-of-Course report is good, e.g., AOC, it is really not necessary to read the critiqu, on the otherhand if a half a dozen or so students make (2.) the same point then he is apt to agree. In long established courses it is (3) not necessary to ask for critiques but if students want to submit one then fine. Mr. Cunningham stated that being allowed to submit critiques gives the student a sense of participation, which is needed. Mr. Cunningham

Curriculum Council
12 November 1971

(4.) suggested that the critiques should vary with different courses and that it
might be time to up-date critique forms. He suggested that the schools

a. get away from stereotyped forms and not submit to a ritual. Invite the

b. students to say what they want - if laudatory that would be fine. We
should understand though what we are doing that is correct. The formats

c. should be changed as frequently as makes sense, but the format should

d. never be mechanical. Timing of critiques in the long course should be
studied. The use of critiques are a good way to judge the performance
of speakers and if they are not good we should be able to do something
about it. Further, Mr. Cunningham stated that critiques can be com-
mented upon in End-of-Course reports or as has been done by [ ]

(5.) marginal comments made on the critique form itself. As another method
of feedback, [ ] suggested that DTR drop in to some of the classes
to monitor presentations. [ ] also suggests that because of the
complexity in some of the course construction in SUS that DTR call first.
Mr. Cunningham stated that he has not had the time to drop into as many
of the classes as he would like. He stated that although the value of
critiques varies a great deal he has developed a respect for some staff
instructors through critiques.

The DDTR explained the position of the front office that the benefit
of critiques is to tell where to improve and if we are coming across we
ought to know it. The front office is quite flexible on format and invites
changes. Mr. Cunningham remarked that when the briefing is given to
the DDs that we need to have a goal in explaining the feedback we do
get from student critiques and the End-of-Course reports as how improve-
ments are made. The DDTR added that the critiques have a political
value using as an example the briefing of the OMB.

As a part of the discussion of student critiques, it was again emphasized
by Mr. Cunningham that it should be the responsibility of the chief instruc-
tor or course coordinator to follow up on student critiques, e. g., in the
longer courses that are held [ ] that maybe after six months
conversations should be held with students so that they can be a bit more
objective than when critiques are written immediately following the course
when emotion may dictate the type of critique that may be submitted.

[ ] suggested that instructors from [ ] take part
in the debriefing of CT's who have returned from their initial overseas
tour. [ ] wondered if these debriefings had had an effect.
Mr. Cunningham remarked that in several instances the comments were
made by these CT's that the wives would have benefitted from some
training.

25X1A (×9, in left margin)

(6.) The critiques should be more productive and experimentation is certainly in order along with special critiques such as interviews after students have left the course. The critiques and End-of-Course reports should be synchronized. It should be a balanced system. In interviewing students after the course, e.g., BOC students after six months, not all students have to be interviewed, just be sure that all have an opportunity to be heard.

25X1A

[blank] reminded the Council members that critiques are only one method of feedback and in writing End-of-Course reports that as many methods of feedback as possible should be incorporated in the report. Each instructor should take a conscientious look at what is

25X1A available to him in the way of critiques. [blank] asked Mr. Cunningham if he thought that the course chairmen were paying attention to critiques. Mr. Cunningham replied that he did not think so although he could not cite a specific case.

25X1A

[blank] also asked the DTR if he still wanted to get all the

(7.) critiques. Mr. Cunningham said he would want all the critiques that are written bearing in mind that critiques should be adapted to the needs of each course.

2. The Catalog was the next agenda item.

The DDTR explained that it is a unanimous opinion that the Catalog is out of date. In line with setting up the Catalog a discussion ensued as to prerequisites. Mr. Cunningham was curious as to how large a problem it is in enforcing prerequisites. The Chairman stated that when confronted with a problem concerning prerequisites we invariably lose the argument. Mr. Cunningham resolved that we have to be sure of our ground and back it up. In letting up on the prerequisites we have to examine what it does to the course not the individual; for example, admission to the AOC should be limited to operational people who are scheduled for an overseas assignment. When a discussion arises it should be between the schools and not ISS.

25X1A
25X1A

[blank] explained the discussion he has been having with [blank] about the AIS. [blank] wanted to know who made 25X1A the decisions on enrollment. Mr. Cunningham said that we are responsible for the quality of the course and that rigid quotas from the

Curriculum Council
12 November 1971

25X1A

_____ stated that the turnover of TO's within the Directorates causes problems in registration and also the lack of knowledge of OTR procedures. It was suggested that the Curriculum Council should meet with all TO's at the same time and contact should be made on a selective basis with TO's regarding the Catalog.

The subject of cut-off time in registering for courses was not discussed. The minimum cut-off time is a week for all courses, but constantly violated.

25X1A

_____ said that he needs to have a minimum of two weeks in order to set up seminar rooms, assignment of counsellor briefings etc. The Chairman said that we should get tough about it once we have set cut-off

25X1A

dates. _____ CS/TRO, should be given the cut-off time and let him work it out with the branches.

25X1A

Notifications of deadlines on courses should be sent by letter to the Training Officer. _____ said that a statement should be included in the Catalog.

25X1A

_____ brought up the subject again of prerequisites for entrance into BOC -- IWA, Records I & II, how to be made clear in the Catalog.

25X1A

_____ says it is not clear on Records I & II - only a recommendation. The Chairman will take this up with the DTR.

3. The Chairman was curious as to how the school chiefs were now handling student critiques. Various techniques are being used -- from the blank sheet to the question form. The format of the critiques are being structured in line with individual course needs.

Curriculum Council
10 December 1971

Curriculum Council Meeting
13 April 1972
(1000 - 1230)

In Attendance:

25X1A

25X1A

1. [blank] opened the meeting by telling the Council that he
had metnioned to Mr. Cunningham the idea of a precis and a notebook of
courses. Mr. Cunningham thought that something along these lines should
be done. Mr. Cunningham also wondered how the Curriculum Council
could operate without some sort of basic guidelines. There still was con-
siderable dissent as to what the exact purpose of such precis or notebook
would serve. It was determined after considerable argumentation that
the precis or notebook would serve more than just bureaucratic purposes
and that it would provide a continuity for changes in personnel and also a
ready reference in case questions are asked about a particular segment
from senior officials. The Chairman told the members that the matter
of format for the notebook would be left up to each Course Chairman in
25X1A   conference with [blank] No deadline was placed on completion of
25X1A   the notebook but it should be finished in CY 72. [blank] will report
on the development of the notebook on a periodic basis. [blank]   25X1A
will also check out the Course Chairmen on a periodic basis.

2. The subject of lack of reporting when changes are made in courses
was next discussed. It was determined that only substantive changes need
to be reported. If the change only concerns calendar changes no reporting
is necessary - this can be handled at the School Chief level. The front
office needs to know when substantive changes are planned in order to
keep its own records straight e.g., additions or deletions from the
Catalogue. The planned substantive changes should be reported to Mr.
25X1A   [blank] who in turn will report it to DDTR. A decision will then be made
as to whether the proposed changes should be a matter of discussion for
the Curriculum Council. Along these lines, [blank] intends to brinSTATINTL
the OIC in front of the Council.

Curriculum Council

STATINTL

7. Records Management Courses - The prospective retirement of [____] will eliminate the recently initiated training program in Records Management -- Files, Forms, and Disposal -- unless alternative resources are developed. The Council should decide what action is to be taken in this connection, i.e., drop the program, determine substitute instructional resources, etc.

8. Changes in Course Titles - The renaming of two of the Agency's four Directorates technically makes the names of several OTR courses obsolete. None of the core courses is affected, but others which are include CS Records I, II, III; Support Services [____] Orientation for DDS&T. In addition, all course descriptions which contain the former names of Directorates are affected -- these total approximately 25 courses. Areas for action include the Catalog, Schedule of Courses (now being compiled), and other OTR issuances.

9. Advance Seminar on China - Review of a new program proposed by SIWA -- need, objectives, process of design and development. Briefing by C/SIWA.

10. Student Critiques - How and what should we be soliciting from the students, and what do we do with what they give us?

11. Transfer of Ops Support Course [____] recommends that the Ops Support Course be transferred [____] C/OS does not favor the proposal except within the possible context of putting all operational training under one jurisdiction. (Memoranda attached)

12. ISS Media Services - C/ISS, per agreement at the last meeting of the Council, has solicited from School and Staff Chiefs their projections for use of film, TV, and visual aids services over the next six months. C/ISS also has received requests from ISD and [____] for major film productions. He requests guidance on establishing priorities.

13. Committee on Classroom Design & Technology - A report of this committee's first meeting is attached for review by Council members.

Curriculum Council Agenda
12 April 1973

25X1A

25X1A

25X1A

25X1A

25X1A

STATSPEC

For Curriculum Committee Meeting, 25 October 1973

    The following tabulation, based on a quick analysis of the course reports for <u>three</u> recently-conducted OTR courses, shows the kinds of information conveyed and the location of each kind of information within the total course report "package". All "packages" were alike to the extent that they consisted of the <u>body</u> of the report and accompanying <u>attachments</u>.

Kind of Information	Course X	Course Y	Course Z
1. Course Objectives	--	Att. B	Para. 4
2. Roster	Att. A	Att. A	Att. I
3. Schedule	Att. D	Att. B	Att. J (plus B-H)
4. Background Notes for Speakers	--	--	Att. I
5. Student Body Statistics			
a. Dropouts, additions, part-time	Para. 1	Para. 2-3	Para. 1
b. Agency/component breakdown	Att. B	Para. 1	Para. 1
c. EEO Data	Att. B	--	--
d. Grade range/avg.	Att. B	Para. 1	--
e. Age range/avg.	Att. B	--	--
f. Length of service/avg.	Att. B	--	--
6. Changes			
a. From previous course	Para. 2-6	Para. 4	--
b. Planned for next course	Para. 3,4, 7, 8	Para. 7	--
7. Admin Probs	Para. 5,7, 8	--	Para. 3
8. Instr. comments re guest speaker	Para. 3,6	Para. 5	--
9. Instr. comments re class	Para. 2	Para. 6	--
10. Student Reactions			
a. Instr. summary of--	Para, 2-6	--	Para. 3
b. Achievement of Objs: stats	--	--	Att. A
c. Verbatim Critiques	Att. C	--	--

24 October 1973

MEMORANDUM FOR: OTR Curriculum Committee

SUBJECT   :   Use of Audio and Video Cassettes/Self-Study Program

1. The use of audio and video cassettes as an educational system in
OTR presents at least the following four options:

   a. Formal, structured courses or programs consisting of a pro-
gressive series of courses can be developed using audio and/or video
cassettes in modular, sequential form as the fundamental teaching
medium. Such a course or program using this new technology should
be developed and conducted by the appropriate OTR component. The
cassettes may be purchased or produced by OTR. The course would be
a regular OTR offering utilizing new educational techniques and
equipment. It would not be a "self-study" course or program.

   b. A variation of the above would be to conduct videocassette
courses or programs for a specific office or group at a time and loca-
tion of their choice and provide an OTR substantive specialist as the
course coordinator, discussion and seminar leader. This variation
also is not truly a self-study effort, but rather a special training
service using new systems and offered by OTR.

   c. A Self-Study Program operated by OTR would enable individual
Agency employees on their own initiative and convenience before,
during, and after duty hours to take courses and attend lectures by
the use of video and audio cassette systems. For each cassette
course offered, supplemental material such as reference book, work-
book, and leader's guide would be loaned to the student. Utilizing
substantive specialists in OTR and the Agency, tests and final com-
prehensive exercises could be developed for some of the courses to
measure and verify achievement. Some of the workbooks accompanying
cassette courses also show the amount of improvement or accomplishment.
Credit would be given for the training if requested by the student and
a satisfactory level of achievement is verified. The testing or veri-
fication of achievement would be done by OTR. In developing the Self-
Study Program, determination will be made in conjunction with substan-
tive specialists in OTR and the Agency of which cassettes shall be
included, and also what cassettes should be produced by OTR. The
Program Officer is not expected to be a substantive expert in any,
let alone all, of the fields which may be covered eventually by
cassette programs.

d. An additional Self-Study Program configuration providing increased capabilities could be obtained by having mobile self-study units. With this feature, the equipment, cassettes, workbooks and guides would be loaned to an office for group presentations and discussion; or made available to an office for a period of time-one week to two months--for individual use by members of that office at their facility. Whether for group or individual use, the course would be conducted entirely by the requesting office.

2. OTR needs to decide which of these options, if any, or combination of options it desires as an objective. At the same time, it must make the necessary commitment of money and manpower to achieve a degree of success. If options a. or b. are selected, either the equipment now planned for use in the Self-Study Center would instead be used for developing and conducting regular OTR course offerings, or additional equipment will have to be purchased. Options a. and b. also require the assignment of OTR instructional personnel to develop and conduct the courses. Options c. and d., a Self-Study Program, would, in addition to a Program Officer, utilize on a limited, part-time basis OTR substantive specialists to develop tests and possibly to administer the tests. OTR personnel may also be used to produce videocassette programs for self-study (educational TV). If a Self-Study Center is put in operation at Headquarters and receives enough usage to merit its continuation, one full-time training assistant located in the Center will be required to operate the Center.

3. The DTR has expressed a desire to develop courses that would be in option a. His comments made on the routing sheet of my 19 September memorandum to C/PDS on the subject of the OTR Self-Study Program were, "We need to develop the concept of a course, or courses using this technique, i.e. a series of films that essentially cover a unity of management thought or problems. For example: The Principal Ingredients of Efficient Management

    a. MBO

    b. Decision Making

    c. Problems of Management

What I'm trying to get at is a package that holds together--is a unity--begins, middle and ends--not just a bunch of disconnected tapes!" In a note to C/PDS on the Self-Study Program the DTR stated, "I think all of us will agree to sit in a room and see the self-study programs or packages that we may have would be useful, but certainly not as useful as would be the case if the films were to be analyzed and discussed by either a small group of two or three, or even a large group, maybe up to 12 in a seminar." It appears that what the DTR wants is not exactly what we have envisioned as a "Self-Study" Program. If the course or "unity" of courses are to be developed using both videocassettes as a teaching medium and personnel to conduct seminars for discussion and analysis, the development task

ADMINISTRATIVE - INTERNAL USE ONLY

should be assigned to the OTR component responsible for the specific subject matter (the Functional Training Division's Management and Administration Training Programs in the case of Management Course cassettes, for example). The development and running of the new courses that the DTR desires <u>and</u> a true self-study program for the Agency will probably require additional OTR funds for more equipment. We need to define what the OTR objective is and allocate the necessary training resources. Then and only then can we effectively proceed to accomplish something new.

STATINTL

Self-Study Program Officer

26 October 1973

MEMORANDUM FOR: Chief, Curriculum Committee

SUBJECT   : Coverage in the Curriculum of International
                 Economics, Ecology and Demography

     Listed below are the presentations on International Economics,
Ecology and Demography in recent runnings of our various training
courses.

(A) SENIOR SEMINAR No. 3, from 21 January - 23 March 1973:

STATINTL "World Population Problems (Demography)		22 Feb. 1973 2 hours
"The World Economy: A New Dimension in U.S. Foreign Policy" (International Economics)	Deane Hinton (Council of Int'l Economic Policy)	23 Feb. 1973 2 hours
"U.S. Business Abroad" (International Economics)		27 Feb. 1973 2 hours
STATINTL "Environmental Crisis" (Ecology)		12 Mar. 1973 3 hours

(B) ADVANCED INTELLIGENCE SEMINAR (AIS) No. 12, from
     30 May - 19 June 1973:

"Economic Power and International Politics" (Int'l Economics)	Irwin Tobin (Treasury)	4 June 1973 1 1/4 hours

-2-

STATINTL

"National Priorities and $"   6 June 1973
(International Economics)   1 3/4 hours

"Multi-Nationals: How   7 June 1973
   Important and Who Benefits?"   2 hours
(International Economics)

(C)   INTELLIGENCE IN WORLD AFFAIRS #2-74, 10-28 September 1973:

STATINTL Panel: Europe   21 Sept. 1973
          (International Economics)*   2 hours

STATINTL   21 Sept. 1973
                                                  1 hour
                                                  21 Sept. 1973
                                                  1 hour

STATINTL
          "Issues in the Mid-East"*   ONE   26 Sept. 1973
                                                 2 hours

(D)   MIDCAREER COURSE #37, 22 August to 5 October 1973

"New Emphasis on Economic   Maurice Ernst   13 Sept. 1973
   Research"   OER   2 hours
(International Economics)

STATINTL "Prospects for the Middle East"   26 Sept. 1973
          (International Economics)   Spec. Ass't to the   1 1/2 hours
                                         DCI
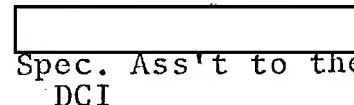
"The U.S. in the World Economy"   Charles Cooper   3 Oct. 1973
(International Economics)   Deputy Ass't to   2 hours
                                  the President for
                                  International
                                  Economic Affairs,
                                  NSC

*Approximately half of this presentation dealt with international
economic matters.

"International Politics and Environmental Problems" (Ecology)	Christian Herter Spec. Ass't to the Sec. of State	28 Sept. 1973 1 1/2 hours
"Energy: Challenge of the 70's" (Ecology)	James West Staff Ass't to the Ass't Sec. for Mineral Resource, Dept. of the Interior	4 Oct. 1973 2 hours

(E) LATIN AMERICAN SEMINAR

"International Relations: Emphasis on South America" (International Economics)		24 Sept. 1973 3 hours
	tics	
STATINTL "The U.S. Role in Economic Development: The Latin American Reaction" (International Economics)		13 Nov. 1973 3 hours
STATINTL "The Church and Demographic Problems" (Demography)	OTR	30 Oct. 1973 3 hours
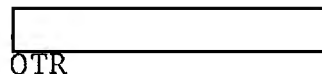
(F) INTELLIGENCE PRODUCTION COURSE

Session on International Economics (International Economics)	Robert Morris Chief of Staff, Council on Inter- national Economic Policy	26 April 1973 2 hours
Visit to Office of Economic Reporting (International Economics)	OER	2 April 1973 4 hours
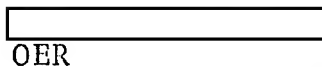
STATINTL

- 4 -

(G) CHINA FAMILIARIZATION COURSE 3-73

STATINTL

"Geography and Natural
 Resources"
(Ecology and Demography)

OBGI

27 Mar. 1973
1 hour

STATINTL

"Economic Development and
 Exploitation of Resources"
(Ecology and Demography)

OTR

28 Mar. 1973
1 hour

STATINTL

"The Social Revolution"
(Ecology and Demography)

OTR

28 Mar. 1973
1 hour

STATINTL

Chief, Intelligence Institute

1 November 1973

MEMORANDUM FOR: Members of the Curriculum Committee

SUBJECT: Equal Employment Opportunity Statistics

1. In the last Curriculum Committee meeting, there was a
question about the need for including EEO data in end-of-course
reports. The Chairman requested information on what EEO data is
currently being compiled by the Registrar's office.

2. The Registrar routinely submits the completed class
rosters for computer input. In OJCS, the rosters are matched
with a key, and the result is an EEO computer run which is
issued quarterly. The run shows training, internal and external,
taken by white females, black males and females, other male
minorities, and other female minorities. Copies are sent to
the EEO representative; a copy is retained by the Registrar.

STATINTL

24 October 1973

MEMORANDUM FOR: Director of Training

SUBJECT   : Evaluation of the "Information Science for
                  Managers Course," 15 - 19 October 1973

1.   The number of applications for this course were limited
to about seventy-five, through the use of quotas. Thirty-five
students were enrolled, of which six dropped at the last minute
because of the Mid-East Crisis. The twenty-nine remaining con-
sisted of twelve CIA; nine NSA; five DIA; and one each Army, Navy,
and Air Force.

2.   The effectiveness of information science instruction
begins to decline when students number more than about twenty,
and with more than thirty the decline is significant. Produc-
tivity and the demands for this kind of training are very strong
arguments for accommodating as many students as possible. The
optimum trade-off seems to be about thirty students. Classroom
912 is adequate for as many as thirty-eight students. However,
the GE terminal room is very crowded with thirty students and three
instructors. This crowding could be eliminated by removing the
STATINTL light partition which separates the terminal room from the office
now used by [   ] It would also be necessary
to move one telephone and one electric outlet. This change is not
urgent, but it would contribute to more effective instruction.

3.   The subject of student course evaluations warrants some
thinking and possible revision, perhaps for the whole of OTR as
well as the ISTP. The main thing they tell us is the popularity,
interest, and entertainment value of individual presentations and
the course as a whole. They do a poor job of indicating the utility,
value, applicability, and pay-off of our courses to the Agency and
the Government. Since the students evaluate instruction most heavily
on the basis of interest and popularity there is a temptation for
instructors to design their courses to meet this criteria. The
extensive use of dramatic guest lectures, senior executives, and

tours is the easiest way to make a course most interesting.
Unfortunately it is not the way to teach skills and methods
which can be applied to the management of intelligence or
the work of intelligence. The dominant or exclusive use of
student evaluations places an inappropriate premium on popu-
lar and interesting presentations. It discourages the presen-
tation of subjects which are inherently difficult, dry, or
tedious, even though they may be very useful. The ISTP has
resisted this temptation and makes only a minor use of guest
speakers. However, there remains a need to develop some
means of evaluating the utility and applicability of course
content, and student evaluations simply cannot do this.

4. Over the past three years we have used many different
evaluation forms. I favor the simpler forms, in the belief that
all they really tell us is how well the students liked the course.
The more detailed forms simply tell us how well they liked
individual instructors or subjects. Despite the limitations of
student evaluation, their evaluations of this course are grati-
fying. Question three on the attached form attempts to measure
the course utility and value from the students' view. I suspect
that all it really indicates is popularity or interest.

5. Additional comments were requested on a second page.
Nine of the twenty-seven evaluations included spontaneous
written compliments to the staff, such as: "I give four stars
to the staff," or, "The individual performance on the part of
most instructors was outstanding." There were only a few mild
complaints on minor points, such as the student to whom "scientific
data banks were not applicable," or the student who "hadn't used
math for twenty-five years." Most rewarding was the comment,
"The course presented a number of techniques which I will take back
to the office and use almost immediately." That is our major
objective, and we are successful to the extent that we accomplish
it. Perhaps it should be a major objective in all training.

STATINTL

Course Director

Atts as stated

19 October 1973

INFORMATION SCIENCE FOR MANAGERS *Summary*

COURSE EVALUATION *27 Forms received.*

Briefly stated, the objectives of this course are:

° To acquaint managers and intelligence professionals with the terminology and basic techniques of Management Science.

° To identify the capabilities, limitations, and applicability of Management Science methods to the functions of management and the processes of intelligence.

° To improve the ability of managers and intelligence professionals to communicate with systems professionals, in the accomplishment of management and intelligence tasks.

1. Considering the limitations of time, how would you evaluate the course in accomplishing these introductory objectives?

   Outstanding   Excellent   Good   Fair   Poor
      (4)   (18)   (4)   (1)   ( )

2. Would you recommend this course to any of your colleagues?

            Yes   No
           (26)   (1)

3. In comparison with other training, how would you rate the utility and value of this course?

   Very Useful   Moderately Useful   Nice to Know
      (15)   (12)   (1)

BEST COPY

AVAILABLE

Planning For Instruction With Meaningful Objectives

Bruce Monroe

Vice-President of INSGROUP (Instructional Systems Group); teacher, consultant, and administrator, Long Beach State.

James B. Quinn

Educational psychologist, Mental Health Development Center, L.A.

From kindergarten through higher education the new "thing" in education is writing better objectives. Everyone — teachers, counselors, administrators — will be expected to do so. The beginning teacher can anticipate being on the job only briefly before he is asked by someone important, "What are your objectives for this unit? Or course? Or class? Or student?" With the rapidly increasing requirements for evaluation and accountability in education, the teacher also can expect that his ability to set objectives will play an increasing role in his attempt to do the job expected of him.

Why?

How come the clamor for objectives, objectives, objectives?

What is so intrinsically good about educational objectives that causes legislators, boards of education, superintendents, program developers, principals, and other instructional specialists to demand them? This chapter attempts to explain, "Why Objectives?".

Moreover, if objectives are so important to educators, they must have characteristics which distinguish them in desirable ways. A significant question for most teachers becomes, "What characterizes a "good" objective? How should objectives be written?"

This chapter attempts to explain, "How Objectives?"

The Role of Objectives in Curriculum and Instruction

An emerging axiom in education holds that by "good" objectives educators mean objectives which can be measured. "Good" objectives, then, equal measurable objectives. Measurable objectives are in fact measurable when they indicate to the instructor how he can determine whether the learner has accomplished the objective. Or, the instructor should know how he will assess the achievement of a given objective simply by reading the objective.

It follows that the most fundamental role of the educational objective is to denote the measurement of student achievement.

Well-written objectives describe student achievement, a priority which most educators believe has not been emphasized enough and increasingly should be emphasized as we plan instructional experiences.

Because objectives are so strongly bound to student achievement, they serve in several ways which educators find very useful. Educational objectives, for example:

1. Indicate the learning needs of students.

Usually, objectives result from an effort which has been termed "needs assessment." Before writing objectives the teacher asks, "What are the learning needs of my students?" If the answer is not apparent, or if evidence concerning learning needs is unavailable, the instructor is forced to perform "needs assessment" tasks prerequisite to writing objectives.

In another sense, objectives can indicate what a student needs to learn about a given educational or instructional unit or program. Such needs can be considered unrelated to, or independent of, a student's previous learning or experience. They refer instead to the learning needs a student must acquire to demonstrate "mastery" of a given program or subject matter.

2. Serve as targets of instruction.

By "targets" is meant the kinds and levels of achievement which help the instructor plan his instructional program. Objectives tell the instructor where he wants to go; hopefully, they will also enable him to plan ways of getting there.

By indicating targets of student achievement, the objective orients the instructor to an analysis which might indicate what kinds of prior student achievement are prerequisite to accomplishing the objective.

By indicating a level of student achievement, the objective orients the instructor to considerations such as how long he will want the student to practice desirable tasks, and how to arrange instructional emphases.

3. Guide the evaluation process.

Evaluation is partly the process of assessing an output against a predetermined standard. Educational objectives form the standards of educational evaluation. Against the standard of the objective, educators are able to make evaluative statements about the relationships among objectives, procedures, methods, and, conditions. Lacking objectives, the evaluation process reduces itself to an exercise in describing what happened during instruction and what was learned, but neglects telling us how what was learned relates to what was expected.

4. Reflect student gains.

Objectives serve as useful reinforcers of student achievement. The student who knows what is expected of him also knows when he has met those expectations. Objectives help instructors fill a void which has hounded education for years, the void of feedback.

Objectives which monitor the sequence of an instructional program also monitor the student's readiness to proceed to the higher order concepts and principles of the program. Students often fail because they lack the learning prerequisite to a greater achievement. Objectives which are prerequisite to other objectives can be used to pace student learning.

5. Reduce student competition.

Objectives are impersonal. Their place of distinction in an instructional program permits students who are accustomed to competing against one another for recognition and rewards to work cooperatively and compete against an impersonal standard. In an objectives-based sequence of instruction the learner succeeds, not by placing high in a student rank-ordering, but by conquering the instructional objectives.

Objectives have value for educators because they serve many functions which educators believe contribute to that elusive rainbow, "quality education." Objectives describe student achievement, indicate learning needs, serve as targets for

instruction, guide the evaluation process, reflect student gains, and reduce student competition.

In their broadest sense, however, objectives are important because they are the catalysts of educational change. By valuing objectives so highly, educators are forcing teachers, counselors, and administrators to function in more precise ways, leaving less learning to chance.

The single greatest change of the past decade has been the move in education from a process-oriented profession to an outcome-oriented profession. Measurable objectives reflect concern for the student and his accomplishments. It says, in effect, that programs, methods, instructors, materials, and their cumulative worth are "good" only to the extent that they help the student.

The ultimate value of objectives, the ultimate "why", is that objectives assure that the point of departure for planning and doing in education will be education's clients, its students.

Writing Meaningful Objectives

The notion of the meaningful objective is, of course, an abstraction. Objectives are meaningful when they consist of characteristics which have meaning to someone, in this case educators such as teachers, instructional specialists, and evaluators.

As has been mentioned previously, meaningful characteristics of an educational objective are appropriateness and measurability.

Measurability does not mean able to be assessed by a written test. The concept is more general and refers to an ability to determine whether the objective has been accomplished. The methods for measuring objectives are many and include observation techniques, self-reports, role-playing, rating, scaling, interviewing, written tests, or any technique which promises to render a valid assessment of an objective's accomplishment, or lack of accomplishment.

Prominent labels for these measurable objectives include performance objectives, behavioral objectives, instructional objectives, program objectives, and curricular objectives. The common denominator among these is their measurability, and so the term "measurable" objective has emerged as most inclusive.

Three Dimensions of Measurable Objectives

Educators agree that writing measurable objectives is difficult. Well-written educational objectives require, first, a way of thinking, and, second, practice. The remainder of this chapter will be devoted to these requirements.

Well-written educational objectives specify three kinds of information:

1. Information about the intended outcomes of instruction stated in observable terms.

2. Information about the level of achievement of the outcome.

3. Information about the conditions of evaluation under which one might determine whether the level of achievement has been reached.

Consider briefly the following objective of a course in "creative writing."

"The student will appreciate the imagery of Hemingway's writing."

Apply the specifications of measurable objectives and ask whether this objective is well-written and meaningful.

Why? Why not?

If you determined the objective was well-written, you concluded:

1. The objective, as stated, is measurable.

2. The outcome of instruction is specified in observable terms by "student appreciation."

3. A level of "student appreciation" is specified.

4. The conditions under which the achievement of "appreciation" can be assessed are specified.

The objective, as stated, meets none of the specifications. Although the outcome of instruction is "student appreciation," the objective does not indicate what the student must do or say to demonstrate that appreciation. As will be pointed out shortly, the use of abstract nouns such as "appreciate" do not allow verification, and thus are inappropriate.

The creative writing objective might be re-written as follows:

After reading Hemingway's short story, "A Clean Well-lighted Place," the student will list all the adjectives which appeal to more than one of the senses.

Consider the characteristics of the restated objective.

First, the objective is measurable, because we can deduce from the student's listing if he has accomplished the objective.

Second, the outcome is specified in observable terms, "the student will *list* adjectives which appeal to more than one sense."

Third, the level of achievement is specified, "the student will list *all* the adjectives." Fourth, the conditions of evaluation are specified, "after reading Hemingway's short story, 'A Clean Well-lighted Place'."

Determining Student Outcomes

The first characteristic of meaningful objectives is they describe in observable terms the intended outcomes of instruction. Outcomes refer to what the student will have achieved or advocate after instruction. Outcomes, then, are the *ends* of instruction as opposed to the *means* of instruction.

The process of writing objectives usually begins for the instructor by his determining what kinds of student performance the instruction should elicit. There are three: knowing, feeling, and doing. As a result of instruction, that is, the student should know something he did not previously know, or he should feel differently from the way he did, or he should demonstrate new behavior, or any combination of the three.

A noted learning psychologist, Benjamin Bloom, has called these three kinds of educational outcomes, "domains" — the cognitive domain for knowing, the affective domain for feeling, and the psycho-motor domain for doing. One consideration for instructors then, is the kinds of outcomes they intend the instructional program to effect.

While the literature of educational objectives has emphasized the technology of writing objectives, a similar emphasis has not been afforded the different kinds of objectives instructors can specify. Within each of the three objective domains, for example, various kinds of achievement can be found, so that objectives for the cognitive domain can require the student to recall, to comprehend, to discriminate, to analyze, to synthesize, to evaluate, and to problem-solve. Within each domain the kinds of achievement are hierarchically arranged. Instructors need to practice writing different kinds of objectives relevant to their subject matter.

CPYRGHT

instructors are advised strongly to familiarize themselves with Bloom's taxonomies of educational objectives, and set various kinds of objectives in the various domains.

Setting Levels of Achievement

By specifying a level of achievement for his objectives the instructor indicates how well he expects the objective to be achieved.

In the creative writing objective, the learner was expected to identify *all* the words appealing to more than one sense. By requiring that *all* such words be identified, the instructor set a standard against which the learner's performance could be evaluated. Objectives which lack such standards are difficult, if not impossible, to evaluate.

The levels of achievement specified for particular objectives result largely from instructors' value judgements about the importance of objectives. High levels of achievement are recommended to the extent the objective is seen as prerequisite to the learning of other higher-order objectives. Lower levels of achievement are recommended to the extent the objective: (1) is not a prerequisite objective; and (2) requires a higher-order skill, such as the cognitive skills of evaluation and problem-solving.

Level of achievement statements may be quantitative or qualitative, or both. They may specify a rate or percentage of learning, such as 80 per cent or 60 per minute, or they may specify certain qualities or characteristics of the performance, such as "draw a *straight* line" or "argue *politely.*"

Qualitative levels of achievement, it should be empahsized, should be characterized by descriptive words such as "all," "ten," "straight," or "red," as opposed to abstract words like "good," "highly," strongly," "very much," or "very well." *Descriptive* statements are ones whose validity can be observed by one or more of the senses, and can be contrasted to abstract statements whose validity must be *inferred* by the observer.

The following three sets of objectives each contain a descriptive statement and an inferential statement. Decide which statement from each set is descriptive.

1. The student will grasp the significance of the Civil War.
2. The student will write a 500-word essay in which he will discuss why the Civil War was significant.

1. The student will explain the principles of chemistry.
2. The student will become familiar with the principles of chemistry.

1. The student will appreciate the beauty of an aesthetic experience.
2. The student will report the beauty of an aesthetic experience.

The reader who chose the statements containing the verbs "write," "explain," and "report," probably understands that a descriptive statement is characterized by behavior which can be observed.

Prescribing Conditions of Evaluation

Conditions of evaluation refer to the circumstances or situational factors under which the student is to demonstrate his achievement of the objective. They may refer to a given time period, or the instructional materials to be used, or some kind of stipulation or contingency. Conditions of evaluation usually limit or designate the boundaries of the performance. The creative writing objective limited the student's references to a single short story.

The conditions of evaluation specified in the objective should be conditions related to the learner's ability to achieve the objective.

Again, the importance of the given objective must be considered before the conditions of evaluation are specified, so that more important objectives should be characterized by stricter conditions of evaluation.

Conditions of evaluation should not be confused with conditions of instruction. Conditions of evaluation relate to student performance *after* instruction; conditions of instruction relate to teacher and student performance *before* or *during* instruction. Measurable objectives should not include statements which describe instructional procedures, or teaching methods, or the ways in which the student will study. These are conditions of instruction.

Practice Makes Perfect

Now consider the following objective of nursing instruction: "...calculate the drops per minute, accurate within five drops per minute, using an accepted formula and chart..."

What is the intended outcome?

What is the expected level of achievement?

What conditions of evaluation are specified to be held constant as we look for that level of accomplishment?

You should have noted that:

The intended outcome is: "... calculate the drops per minute..."

The expected level of achievement is: "... within five drops per minute..."

The conditions of evaluation are: "... using an accepted formula and chart."

The reader should use the form of this objective, (using outcome, level of achievement, and conditions of evaluation in that chronological order,) and write five measurable objectives relevant to his own subject. The reader should next write three measurable objectives for instruction in "creative writing," a subject for which the writing of measurable objectives would be considered by many instructors as an elusive, and perhaps impossible, task.

A Validity Check

One purpose of writing measurable objectives is to communicate to learners the desired results of instruction. Measurable objectives are valid only if learners who read them know what is expected of them, how well they are expected to perform, and under what conditions they will be expected to perform.

An instructor can validate his objectives by asking others — colleagues, students, friends — to read his objectives and to write down the intended outcomes, achievement levels, and conditions of evaluation communicated to him by the objective. The answers should match the instructor's answers to those questions.

This simple procedure could be tried economically with a sample of three to five people. If disagreements arise, objectives need to be rewritten and tried out again, until those reacting to objectives perceive them as communicating a clear and common message.

The "Objectives" Debate

Many educators object strongly, both for philosophical and methodological reasons, to extensive use of measurable objectives for purposes of curriculum design and instructional planning. They challenge measurable objectives for being dehumanizing, impersonal, skill-oriented, narrow targets, time-wasting, and trite, among other things. The debate has been raging for some time.

The purpose here is not to review these objections. The challenge, however, has been met well by educators who see measurable objectives positively. For an illuminating account of this debate the reader is urged to consult Popham (10).

Fortunately, the swing to measurable objectives is gathering momentum. Hopefully, the role of measurable objectives in education will be expanded and new uses will be developed for them.

Conscientious adult educators are urged to think about other appropriate uses of measurable objectives, and to use them for planning instruction.

Warm-Up and Orienting Activities

Writing behavioral objectives is a way of focusing attention on learner *behavior* rather than on mental process or on teacher behavior. If you focus on learner *behavior*, it will make your job as a teacher much easier. You will always know what behavior to reward, what behavior to change, and what behavior to evaluate.

This activity is to get you more used to focusing on learner *behavior* rather than on mental processes or teacher behavior.

EXAMPLE OF WHAT TO DO. Translate this educational goal into observable behavior:

The learner will appreciate good music.

Check each of the following learner behaviors that you believe show that the learner "appreciates good music."

_____ goes to a classical concert.

_____ buys a magazine that tells about a classical music personality or event.

_____ tells about a book he has read voluntarily on some aspect of classical music.

_____ on a questionnaire, says he enjoys classical music as well as other types of music. (Questionnaire must not require learner to sign his name; otherwise, he will give the answer that will please you, rather than an honest response).

_____ tells the class about upcoming classical musical events.

_____ tells the class about classical musical events he has attended, tells that he enjoyed the activity.

(NOTE: The learner must do the above voluntarily to show "appreciation"; the teacher must encourage and reward this behavior to make it increase. If the teacher *requires* the behavior, the learner will not be showing "appreciation" but rather that he will follow instruction.)

If you checked all of the above activities, you have done very well. Each of these activities would be *learner behavior* that probably demonstrates "appreciation of good music." You can reward this behavior by telling the learner he has done well or by otherwise *showing* your appreciation for his activity. You cannot reward appreciation if it is only something the learner feels. You never know for sure what he feels. A behavioral objective tells some behavior that you can see or hear or touch or smell or taste. (These are the only ways we human beings can observe our environment.)

Which of the following verbs tell behavior that you can see, hear, touch, smell, or taste? Check the behavioral verbs.

1. _____ see
2. _____ hear
3. _____ write
4. _____ pass out pieces of cake you baked
5. _____ smile
6. _____ say "that's very good"

7. _____ is cooperative
8. _____ sits quietly
9. _____ asks for help
10. _____ asks for more instructions
11. _____ sandpapers a piece of wood until it is smooth
12. _____ on a questionnaire, states that he likes math

If you checked 3, 4, 5, 6, 8, 9, 10, 11, and 12, you have done well; these are learner behaviors you can observe with your senses.

1, 2, and 7 are mental or internal behavior; you cannot *observe* another person doing these things with one of your senses.

Some people believe in "intuition," that a teacher can intuitively feel what is going on in another person's mind. This may be true, but as yet we have no evidence that it is true. Teachers are better off not relying on intuition alone. Teachers are better off *observing* responses of learners and using these observations to determine whether or not the student is learning.

Here are examples of learner responses:

1. Writing a paragraph or a sentence or a word.

2. Reading a word, sentence or story aloud, pronouncing the words correctly.

3. Taking a test.

4. Completing a questionnaire.

Write two more examples of learner responses:

1.

2.

Participants should read these aloud and be reinforced by the leader. If the person is incorrect, give him some more examples orally and ask him to select one. Reinforce his selection.

Practice

Here are some examples of behaviors that show a person is learning to read. Add at least two more examples.

Reading

o   seeing a printed syllable and pronouncing it correctly

o   seeing a printed word and pronouncing it correctly

o   reading a sentence aloud, pronouncing the words correctly

o   drawing a line from a picture of a cow to the word "cow" to show he recognizes the meaning of the word

o   telling the class about a story he just read

o   _____

o   _____

49

The leader should have participants read aloud their examples, reinforcing the correct ones. If the example is incorrect, the leader should give two alternative responses and ask the participant to choose the correct one. The leader should always encourage, never discourage with a negative response to a participant.

If the participants response is a mental process or a teacher behavior, the leader should say, "That's a mental process; it cannot be observed. What could you see or hear?" Or, "That's a teacher behavior. What do you want the learner to do?"

Below are some more skills and abilities that we might want students to learn:

o analyze a poem

o write an essay

o compare and contrast two characters from stories.

For each of these activities, however, the teacher must tell what should be included in the essay, analysis, comparison. The teacher does this with a checklist. This is part of the behavioral objective.

Example

The analysis of the poem should tell the following: Did the author use similes, metaphores, personification, or onomotopoeia? Give an example of each of these literary devices that you found in the poem. Tell what the poet wanted to communicate to you by using each of the devices.

If the learner has done all of these things, he has successfully achieved the objective. His analysis may not be complete, but he is learning. The next assignment may add new items to the checklist. This is the method of "successive approximations." This method says that everything the learner *does* increases his skill or ability a little bit. We do not expect him to learn an entire complex skill, such as analyzing a poem, all at once. He learns a little at a time. As he adds each bit to what he has learned before, he increases his ability. Teachers too often expect a learner to learn everything immediately. Skill in teaching requires breaking a complex skill into a series of behaviors, to be learned one at a time.

List below at least three of the behaviors you think must be learned, one at a time, leading to this end result:

The learner will be able to write a paragraph.

Examples of "bits" of behavior that lead to achieving this objective:

1. Select and read the topic sentence of given paragraphs.

2. Identify a paragraph that needs a topic sentence.

3. Writing a topic sentence for a paragraph that does not have one.

Add two more skills that must be learned in the process of being able to write a paragraph:

1. _____

2. _____

Leader should have them read aloud and reinforce correct responses.

A Working Unit on Objectives: Questions and Exercises

1. Which characteristics of measurable objectives do the following objectives lack?

    A. The learner will list instruments for measuring physical properties and human characteristics.

    B. Having been shown 10 drawings completed by his classmates, the student will discriminate between those which represent op art and those which represent pop art.

    C. When presented with three hypothetical descriptions of United States Supreme Court decisions, the student will be able to select the one which is least consonant with previous decisions of the Supreme Court.

    D. The student will know the importance of a balanced diet.

    E. After hearing a lawyer's analysis of five case studies involving torts, the student will comprehend the principles of torts in each of the next five cases.

2. If the following objective deserves to be re-written, do so.

Objective: Students in college will be sensitive to the importance of physical exercise.

3. What is meant by the "measurability" of objectives?

4. What is the significance of the word "domain" for educational objective writers?

5. List the subdivisions of the cognitive domain of educational objectives.

6. List your objections to using objectives.

7. Without referring to the content of this chapter, write three 100-word paragraphs defending the widespread use of measurable objectives.

The reader is advised to complete the exercises in the working unit in combination with a colleague, or two, or three. Check answers. Discuss differences.

Bibliography

1. Bloom, B. (ed.). *Taxonomy of Educational Objectives; Handbook 1: Cognitive Domain.* New York: Longman Green, 1956.

2. Cohen, Arthur M. *Objectives for College Courses.* Beverly Hills, California: Glencoe Press, 1970.

3. Cronbach, L. J. "Course improvement through evaluation." *Teacher's College Record,* 64, 1963, p. 672-683.

4. Gagne, R. *The Conditions of Learning.* New York: Holt, Rinehart and Winston, Inc., 1965.

5. Harty, L. and Monroe, B. *Leadership by Objectives: Implementing Objectives-Based Projects.* Long Beach, California. Insgroup, Inc., 1970.

CPYRGHT

6. Krathwohl, David R. (ed.). *Taxonomy of Educational Objectives;
    Handbook II, Affective Domain.* New York: David McKay Co.,
    Inc., 1964.

7. Mager, Robert F. *Preparing Instructional Objectives.* Palo Alto,
    California, Fearon Publishers, 1962.

8. McAshan, H. H. *Writing Behavioral Objectives, A New Approach.*
    New York: Harper & Row, 1970.

9. Popham, W. James.   "Objectives and Instruction." AERA
    Monograph Series on Curriculum Evaluation, 3, *Instructional
    Objectives,* Chicago, Ill.: Rand McNally & Company, 1969.

10. Popham, W. James. "Probing the validity of arguments against the
    use of behavioral objectives." Anderson, R., Editor, *Current
    Research on Instruction.* Englewood, N.J., Prentice Hall, 1969.

11. Sullivan, H. *A Taxonomy of Instructional Objectives.* Tempe:
    Classroom Learning Laboratory, Arizona State University, 1966.

12. Sullivan, Howard J. *Improving Learner Achievement Through
    Evaluation By Objectives.* Inglewood, California: Southwest
    Regional Laboratory for Educational Research and Development,
    1968.

13. Tyler, Ralph W. *Basic Principles of Curriculum and Instruction.*
    Chicago, Illinois: University of Chicago Press, 1950.

14. Tyler, R. W. *Some Persistent Questions on the Defining of
    Objectives.* Pittsburgh, Pa: University of Pittsburgh Press, 1964, p.
    77-83.

COURSE OBJECTIVES

Survey of Intelligence Information Systems

1. To familiarize the student with the capabilities, limitations, contents, and applicability of several major operational intelligence systems in the Intelligence Community.

2. To introduce the student to developments in Systems Concepts as a vehicle for the cross-fertilization of techniques and ideas throughout the Intelligence Community.

3. To improve the student's ability to communicate with professionals in this field.

4. To provide a wider range of rational choices to the professional in the analysis, problem solving, and decision making tasks he encounters, through an introduction to Community-wide applications of Information Science techniques.

Application of Information Science to Intelligence Functions

1. To familiarize the student with the terminology and basic techniques of information science.

2. To develop the student's capability to identify and define problems in his professional intelligence field by using information science techniques and to solve such problems at the elementary level.

3. To improve the student's communications capabilities in conferring with information science professionals on more difficult problems and requirements.

4. To encourage the student to pursue the development of his own, and his agency's information science resources and capabilities.

5. To provide a wider range of rational choices to the professional in the analysis, problem solving, and decision making tasks of his functional area of responsibility through an introduction to the basic tools and language of information science.

Information Science for Managers

1. To familiarize the student with the terminology and basic techniques of Information Science.

2. To identify the capabilities, limitations, and applicability of Information Science methods to the functions of management and the processes of intelligence.

3. To develop the student's ability to recognize applications of systematic methods of analysis in his professional intelligence field, and to apply these methods to his work.

Information Science for Managers   (cont.)

4. To improve the student's ability to communicate and collaborate with systems professionals on more difficult problems and requirements.

5. To provide a wider range of rational choices to the manager and his staff in the analysis of problems in the decision-making tasks of his organization.

Operational Records I

STAT

Operational Records II

STAT

STAT

Operational Records III

Operational Records and Desk Orientation (for CTs)

There is no specific statement of objectives for this course. However, the objectives can be discerned fairly readily by persual of the two-page "syllabus".

Clandestine Operations Orientation for DD/S&T

To acquaint analysts from the DD/S&T and officers from other Agency components with the missions, organization, and concept of operations of the Clandestine Service. The aim of the orientation

25X1A

25X1A

Administrative Procedures

Upon completion of the first part of the course students will be able to:

1. Describe the origins of Central Intelligence Agency and its role in the United States Government.

2. Describe the organizational relationships of Agency components.

3. Identify major tasks of the DDO as authorized by National Security Council directives.

4. Use words and terms from the Glossary of Operational Terminology.

5. Define code designations: pseudonyms, cryptonyms, aliases and indicators.

6. Prepare and route correspondence for the field in the prescribed format.

7. Prepare claims for domestic temporary duty travel and miscellaneous expenditures.

STAT

DDO Students will remain an additional day and learn to:
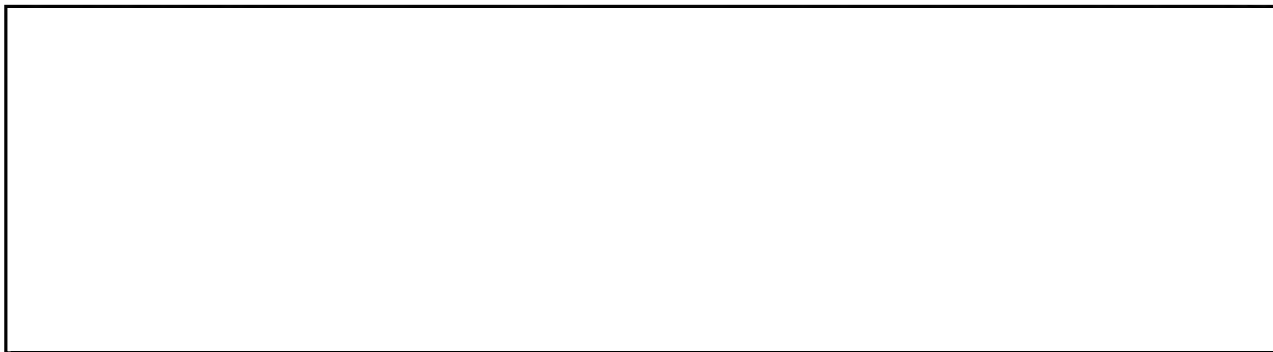
Administrative Procedures (cont.)

the Division or Staff Records Management Office, and the Information Services Group.

11. Name non-DDO offices of the Agency and other government offices or agencies that maintain repositories of biographic information available for name checking.

12. Select the appropriate forms to use in opening official files and in requesting name checks and approvals for use of agents.

13. Identify types of DDO project action papers.

14. Prepare a project action routing sheet.

Advanced Management Program

To give all new middle managers (generally GS-13 - 15 who have just become supervisors of supervisors) a better understanding of the major areas of management knowledge as a necessary step toward improving managerial performance in the Agency. The program will not repeat material covered in the Fundamentals of Supervision and Management (FSM). It is assumed that the student has either taken the FSM or can if needed. Further, the Program is not aimed at interpersonal relations and team building. It is assumed that the student will look to the Managerial Grid Seminar for that type of training.

Field Administration

STAT

Fundamentals of Budgeting

1. Instruction and practice in the techniques used in developing the dollar resource requirements phase of budget formulation.

2. Instruction and practice in the mechanization of processing budget data.

Performance Appraisal Workshop

1. The importance of PA and its varying functions.

Performance Appraisal Workshop (cont.)

2. Specific policies of the Agency and the Office of Logistics in regard to PA.

3. The function of the FR narrative and types of items to include and exclude.

4. The objectives of the PA interview, the subjects which should be dealt with, some alternative approaches to conducting it and specifically the importance of being a good listener.

5. Several approaches to increase objectivity and decrease subjectivity in perparing FRs.

6. The relationship of the PA to the entire supervisory process.

Management By Objectives Workshop

No data

Fundamentals of Supervision and Management

The overall course objective is to modify student on-the-job behavior in ways which will enhance his effectiveness as a supervisor and/or manager. Specifically, such changes will relate to communications, decision-making, problem-solving, motivation, perception, team action, leadership/managerial styles, and managerial responsibilities.

Managerial Grid

1. Learn the Grid as a framework of thought.

2. Gain insight into own Grid styles.

3. Increase personal objectivity in work behavior.

4. Reexamine managerial values.

5. Test ways to increase effectiveness.

6. Study use of critique.

7. Develop standards for openness and candor.

8. Examine the need for active listening.

9. Study barriers between teams.

10. Study conflict within teams.

11. Understanding impact of work culture on behavior.

Managerial Grid (cont.)

12. Gain appreciation of Grid OD and outcomes possible.

Office Management Course

1. Understanding and applying the principles of effective office management.

2. Developing and employing better communication and motivation skills.

3. Developing positive attitudes to increase her ability as an assistant to an executive.

4. Improving her interpersonal relationships with her immediate supervisor as well as with other employees.

The Project Officer in the Contract Cycle

1. To provide an understanding of the Agency's contracting process, particularly as it applies to research, development, and engineering.

2. To provide an understanding of the management responsibilities of the Project Officer during the contract cycle.

Clerical Orientation

To introduce the new employees to basic, job-related information about the Agency. At the end of the training they will be able to, for example, explain the Agency's organization and functions; identify the top executives; use the multi-button telephones; open and secure safes; and prepare simple correspondence (memoranda, dispatches, and cables).

Effective Briefing

This course provides an opportunity for participants to learn proper briefing techniques through the conducting of briefing sessions on their own. In addition to receiving constructive criticism from the instructor and their colleagues, all participants will be given the opportunity to criticize themselves objectively by means of video tape playback sessions.

Effective Writing

This course concentrates on such fundamentals of writing as planning, organization, outlining, sentence structure, subject/verb agreement, and parallelism.

Information Reporting, Reports and Requirements

To provide the Directorate of Operations officer with the specialized competence necessary to ensure that information, responsive to requirements, reaches the consumer quickly, in clear language and in its most useful form.

Information Reports Familiarization

To familiarize DDO employees with the basic principles of organization, expression, style and format involved in the preparation of regular and cable information reports. The course covers official policies and procedures for preparing intelligence reports. It also includes instructor-directed practice in the preparation of information reports.

Intelligence Production Course

To help the DDI professional become more knowledgeable on the purposes, methods, and problems of intelligence production in the Directorate of Intelligence and to appreciate better his own role in it.

Intelligence Research Techniques

This course is designed to meet the needs of Photo Interpreters, Research Analysts, Editors and Intelligence Assistants in NPIC. Its objectives are to familiarize these professionals with those offices of CIA and other intelligence agencies which can provide them with the information they need, and to provide lines of communication for obtaining the information. These objectives are achieved through lectures, briefings, and visits to libraries, dissemination centers, and research offices, including some visits with analysts who work on subjects and areas of concern to the NPIC student. Students are encouraged to determine the capability of these offices for providing information on their area and subject interests.

Intelligence Writing Workshop

The workshop examines the principles of effective intelligence writing, with emphasis on the analytical process in intelligence and problems associated with it. Aside from the general areas of clarity, accuracy, logic, and structure, the course deals with report organization, writing techniques used in the Agency's intelligence production offices, and actual writing assignments based on intelligence information from these offices. Each session begins with a lecture covering the topic under discussion. During the balance of the session, students work on assigned exercises and reports writing projects. At that time, they are also given extensive individual counseling by the instructor, who reviews their work in detail.

Intelligence Writing Techniques

1. To improve the student's understanding of the principles of effective intelligence writing.

2. To provide him with a better grasp of the analytical process in intelligence writing and of the problems associated with these processes.

3. To help the student master such aspects of intelligence writing as clarity, accuracy, logic, and structure.

4. To help him learn report organization and writing techniques used in the offices and directorates of CIA.

COURSE OBJECTIVES

Survey of Intelligence Information Systems

1. To familiarize the student with the capabilities, limitations, contents, and applicability of several major operational intelligence systems in the Intelligence Community.

2. To introduce the student to developments in Systems Concepts as a vehicle for the cross-fertilization of techniques and ideas throughout the Intelligence Community.

3. To improve the student's ability to communicate with professionals in this field.

4. To provide a wider range of rational choices to the professional in the analysis, problem solving, and decision making tasks he encounters, through an introduction to Community-wide applications of Information Science techniques.

Application of Information Science to Intelligence Functions

1. To familiarize the student with the terminology and basic techniques of information science.

2. To develop the student's capability to identify and define problems in his professional intelligence field by using information science techniques and to solve such problems at the elementary level.

3. To improve the student's communications capabilities in conferring with information science professionals on more difficult problems and requirements.

4. To encourage the student to pursue the development of his own, and his agency's information science resources and capabilities.

5. To provide a wider range of rational choices to the professional in the analysis, problem solving, and decision making tasks of his functional area of responsibility through an introduction to the basic tools and language of information science.

Information Science for Managers

1. To familiarize the student with the terminology and basic techniques of Information Science.

2. To identify the capabilities, limitations, and applicability of Information Science methods to the functions of management and the processes of intelligence.

3. To develop the student's ability to recognize applications of systematic methods of analysis in his professional intelligence field, and to apply these methods to his work.

Information Science for Managers (cont.)

4. To improve the student's ability to communicate and collaborate with systems professionals on more difficult problems and requirements.

5. To provide a wider range of rational choices to the manager and his staff in the analysis of problems in the decision-making tasks of his organization.

STAT

Operational Records I

STAT

Operational Records II

STAT

Operational Records III

STAT

Operational Records and Desk Orientation (for CTs)

There is no specific statement of objectives for this course. However, the objectives can be discerned fairly readily by persual of the two-page "syllabus".

Clandestine Operations Orientation for DD/S&T

To acquaint analysts from the DD/S&T and officers from other Agency components with the missions, organization, and concept of operations of the Clandestine Service. The aim of the orientation

Administrative Procedures

Upon completion of the first part of the course students will be able to:

1. Describe the origins of Central Intelligence Agency and its role in the United States Government.

2. Describe the organizational relationships of Agency components.

3. Identify major tasks of the DDO as authorized by National Security Council directives.

4. Use words and terms from the Glossary of Operational Terminology.

5. Define code designations: pseudonyms, cryptonyms, aliases and indicators.

6. Prepare and route correspondence for the field in the prescribed format.

7. Prepare claims for domestic temporary duty travel and miscellaneous expenditures.

DDO Students will remain an additional day and learn to:

Administrative Procedures   (cont.)

STAT

Advanced Management Program

        To give all new middle managers (generally GS-13 - 15 who have just
become supervisors of supervisors) a better understanding of the major
areas of management knowledge as a necessary step toward improving
managerial performance in the Agency. The program will not repeat
material covered in the Fundamentals of Supervision and Management (FSM).
It is assumed that the student has either taken the FSM or can if needed.
Further, the Program is not aimed at interpersonal relations and team
building. It is assumed that the student will look to the Managerial
Grid Seminar for that type of training.

STAT

Field Administration

Fundamentals of Budgeting

    1. Instruction and practice in the techniques used in developing the dollar
    resource requirements phase of budget formulation.

    2. Instruction and practice in the mechanization of processing budget data.

Performance Appraisal Workshop

    1. The importance of PA and its varying functions.

Performance Appraisal Workshop (cont.)

2. Specific policies of the Agency and the Office of Logistics in regard to PA.

3. The function of the FR narrative and types of items to include and exclude.

4. The objectives of the PA interview, the subjects which should be dealt with, some alternative approaches to conducting it and specifically the importance of being a good listener.

5. Several approaches to increase objectivity and decrease subjectivity in perparing FRs.

6. The relationship of the PA to the entire supervisory process.

Management By Objectives Workshop

No data

Fundamentals of Supervision and Management

The overall course objective is to modify student on-the-job behavior in ways which will enhance his effectiveness as a supervisor and/or manager. Specifically, such changes will relate to communications, decision-making, problem-solving, motivation, perception, team action, leadership/managerial styles, and managerial responsibilities.

Managerial Grid

1. Learn the Grid as a framework of thought.

2. Gain insight into own Grid styles.

3. Increase personal objectivity in work behavior.

4. Reexamine managerial values.

5. Test ways to increase effectiveness.

6. Study use of critique.

7. Develop standards for openness and candor.

8. Examine the need for active listening.

9. Study barriers between teams.

10. Study conflict within teams.

11. Understanding impact of work culture on behavior.

Managerial Grid (cont.)

12. Gain appreciation of Grid OD and outcomes possible.

Office Management Course

1. Understanding and applying the principles of effective office management.

2. Developing and employing better communication and motivation skills.

3. Developing positive attitudes to increase her ability as an assistant to an executive.

4. Improving her interpersonal relationships with her immediate supervisor as well as with other employees.

The Project Officer in the Contract Cycle

1. To provide an understanding of the Agency's contracting process, particularly as it applies to research, development, and engineering.

2. To provide an understanding of the management responsibilities of the Project Officer during the contract cycle.

Clerical Orientation

To introduce the new employees to basic, job-related information about the Agency. At the end of the training they will be able to, for example, explain the Agency's organization and functions; identify the top executives; use the multi-button telephones; open and secure safes; and prepare simple correspondence (memoranda, dispatches, and cables).

Effective Briefing

This course provides an opportunity for participants to learn proper briefing techniques through the conducting of briefing sessions on their own. In addition to receiving constructive criticism from the instructor and their colleagues, all participants will be given the opportunity to criticize themselves objectively by means of video tape playback sessions.

Effective Writing

This course concentrates on such fundamentals of writing as planning, organization, outlining, sentence structure, subject/verb agreement, and parallelism.

STAT

Intelligence Production Course

To help the DDI professional become more knowledgeable on the purposes, methods, and problems of intelligence production in the Directorate of Intelligence and to appreciate better his own role in it.

Intelligence Research Techniques

This course is designed to meet the needs of Photo Interpreters, Research Analysts, Editors and Intelligence Assistants in NPIC. Its objectives are to familiarize these professionals with those offices of CIA and other intelligence agencies which can provide them with the information they need, and to provide lines of communication for obtaining the information. These objectives are achieved through lectures, briefings, and visits to libraries, dissemination centers, and research offices, including some visits with analysts who work on subjects and areas of concern to the NPIC student. Students are encouraged to determine the capability of these offices for providing information on their area and subject interests.

Intelligence Writing Workshop

The workshop examines the principles of effective intelligence writing, with emphasis on the analytical process in intelligence and problems associated with it. Aside from the general areas of clarity, accuracy, logic, and structure, the course deals with report organization, writing techniques used in the Agency's intelligence production offices, and actual writing assignments based on intelligence information from these offices. Each session begins with a lecture covering the topic under discussion. During the balance of the session, students work on assigned exercises and reports writing projects. At that time, they are also given extensive individual counseling by the instructor, who reviews their work in detail.

Intelligence Writing Techniques

1. To improve the student's understanding of the principles of effective intelligence writing.

2. To provide him with a better grasp of the analytical process in intelligence writing and of the problems associated with these processes.

3. To help the student master such aspects of intelligence writing as clarity, accuracy, logic, and structure.

4. To help him learn report organization and writing techniques used in the offices and directorates of CIA.

AIS COURSE OBJECTIVES

I. To Review:

   - CIA as a Total Organization

   - Across-the-Board Problems of the Agency and
        the Intelligence Community

   - The Agency's Relationships to the NSC and White
        House

II. To Consider and Evaluate:

   - Significant International Developments and
        Their Effect on U.S. Foreign Policy

III. To Assess Important Domestic Trends of Relevance
        to the Agency

IV. In general, to encourage a frank exchange of views
        throughout Seminar and an enhancement of each
        member's professional contribution to the
        Agency.

OBJECTIVES OF THE CIA SENIOR SEMINAR

1. The requirement for an Agency training program depends on whether the participants can benefit in one or several important dimensions with respect to current or future Agency jobs which a properly designed course can provide. Training of new officers is primarily concerned with equipping them with intelligence and related job skills and with orienting them to the Agency and to the intelligence business. In contrast, the senior officer largely possesses, by virtue of his advancement through the ranks, the substantive knowledge and skills related to his job. In this sense, the senior officer must be regarded as the expert insofar as the execution of his job is concerned, and a training program cannot add significantly to the skills he uses directly in his work.

2. There is, of course, much more to being an effective senior officer in CIA than mastery over the content and skills needed for a particular assignment. For the senior officer to share effectively in the management of the Agency, he must have some insight into the external pressures, internal problems, and other factors bearing on the decisions of top management. He should have a grasp of important Agency business and significant Agency relationships with the rest of government and outside groups which fall outside the immediate purview of his job. Such knowledge not only bears on his own motivation and understanding of the Agency, but is a necessary ingredient in his ability to interpret to his subordinates the decisions and actions of top management in such a way as to

avoid parochialism. In the evolution of the Agency, security
requirements and our tradition of compartmentation have tended
to carry over into this area and to limit many senior officers'
understanding of relevant organizational matters. In the process
of developing the Senior Seminar, a number of top Agency figures
noted that most of our senior officers are wanting in their over-
all understanding of Agency management. This is a serious de-
ficiency inasmuch as the senior officer group must be prepared to
take on greater responsibilities over the next decade in the
running of the Agency. Meeting this requirement identifies the
first objective of the Senior Seminar.

Objective 1. To enable Seminar participants to develop
greater insight into the problems and pressures facing CIA
management, the processes of change within the Agency and its
external relationships, and developments in American society
which are relevant to CIA as an organization.

3. A statistical analysis of those senior officers who may
be candidates for the Senior Seminar indicates that most of this
group entered the Agency in the early 1950s and completed their
academic training approximately two decades ago. During this
lapse of time, many changes have occurred in foreign countries
and regions, in U.S. foreign policy and in domestic factors bearing
on policy, as well as in interpretive thinking on subjects related
to intelligence and foreign policy. There is a need to update
the knowledge of many senior officers on these areas of change.

Objective 2. To acquaint Seminar participants with current
thinking on U.S. foreign policy equities and developments
abroad which are the intelligence collection, analysis and
covert action targets of CIA.

4. The occupational picture which emerges from the statistical
analysis is that of a group of officers who may have become ac-
customed to the pattern and regimen of Agency employment. In the
process, perceptions and sensitivities toward work colleagues--
peers as well as subordinates--have in varying degrees become
dulled. Many senior supervisors cite difficulties in understanding
and relating to younger officers. The Seminar provides an oppor-
tunity to examine this area.

Objective 3. To provide an opportunity for Seminar officers
to refresh and broaden their understanding and appreciation
of "the other guy."

LATIN AMERICAN AREA SEMINAR

OBJECTIVES

The Latin American Area Seminar is designed
to provide Agency officers with both a broader
perspective on area problems and a deeper insight
into how such problems may affect U.S. interests
and future requirements for intelligence on the
area. It is organized to enable participants to
examine Latin American problems from a variety of
viewpoints, including those of Latin Americans,
academicians, and U.S. intelligence analysts.
Reading materials, lectures, and panel discussions
are designed to stimulate participation by members
and to facilitate sharing of experiences and ideas.
In addition, each member will be asked to prepare
a report on a particular area or country problem
for presentation during the final sessions of the
seminar.

CHINA FAMILIARIZATION COURSE

OBJECTIVES

This course is designed to assist the intelligence officer working on China matters: Its main aims:

1. To provide information on the fundamental geographic, political, and cultural features of China and the Chinese people and on the nature of China's power position.

2. To introduce the student to the nature of the Chinese language and certain methods used in handling the written language.

3. To acquaint him with sources of information on China.

USSR COUNTRY SURVEY COURSE

OBJECTIVES

The fundamental objective is to provide a comprehensive understanding of the Soviet Union appropriate for both the analyst and the operations officer. More specifically, the course seeks to describe and analyze the geographic intellectual and institutional environment within which:

1. decisions on political, economic, foreign policy, and other concerns are made and executed;

2. the daily experiences and needs of the Soviet citizen are determined;

3. the potential for growth (economic, military, technological) as a national power may be estimated.

The course responds to the needs of diverse professionals, including the analyst or operations officer new to the Soviet field and those persons who have been focusing on a narrow Soviet target but desire broader perspectives.

SUPPORT SERVICES REVIEW: TRENDS & HIGHLIGHTS

OBJECTIVES

1.   To provide a training framework in which personnel of the

Support Services will learn of significant programs and

activities of the various Support Offices and will learn

of policies and trends in M&S.

2.   To provide an environment in which individuals from various

offices of Support Services will get to know one another

in order to enhance future work relationships.

JCS-DIA OREINTATION

OBJECTIVE

To introduce the class members to key officials
of the CIA, who will discuss the organization and
responsibilities of the Agency's major components,
and to cover the Agency's interrelationships with
the other agencies and departments in the Intelligence
Community.

MIDCAREER COURSE OBJECTIVES

1. To inculcate pride in the professionalism of the Agency and its work.

2. To widen perspectives beyond one's own job and experience.

3. To create team spirit through greater knowledge of the missions, functions, personnel and problems in other offices.

4. To provide greater knowledge of other Community agencies.

5. To provide greater knowledge of international affairs and domestic matters as they pertain to foreign relations.

6. To provide new insights into managerial styles and problems.

7. To remotivate mid-grade officers for taking on new responsibilities.

ORIENTATION FOR OVERSEAS

The objectives of this course are:

(a) to orient you to some of the important environmental and
psychological challenges which are commonly met in living and
working overseas;

(b) to provide practical advice on how to respond to these challenges.

INTELLIGENCE IN WORLD AFFAIRS

Course Objectives

This course, designed for the new CIA officer, is
intended to:

1. Provide a basic understanding of CIA, its or-
   ganization and functions, and a general grasp
   of the Agency's relationships with other parts
   of the US Intelligence Community.

2. Introduce the fundamentals of intelligence
   and the relationship of the intelligence
   process to US foreign policy.

3. Review important operational and analytical
   factors and problems of intelligence concern
   in key areas of the work, with major attention
   on the USSR and China and briefer con-
   sideration of Japan and Europe and problem
   areas of Latin America, Asia and Africa.

Next 15 Page(s) In Document Exempt

UNITED STATES GOVERNMENT

Memorandum

OIR-8846

TO : Director, OTR

DATE: 20 July 1973

FROM :
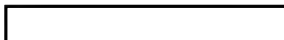
25X1A

SUBJECT: Program Performance Measurement.
The Emerging Role of OTR in establishing
Requirements for Training.

I am submitting this memorandum intended as a discussion of

(1) how to provide the data base necessary to tell OTR how well
the programs are meeting their objectives on a current basis

(2) an approach to determine to what extent the knowledge and/or
skills imparted are applied on the job and

(3) how OTR can establish requirements as contrasted with
historically reacting to requirements.

A concept of a data base is presented which is intended to aggregate
all of this and also attached is a basic form that can be used to
respond to all of these goals.

In order to institute the best type of (program) performance
measurement a number of aspects must be considered which not only influence
the behavior and morale of those being measured but also affect the ability
to satisfy the student -- our customer.

This paper is divided into four sections

Section 1 - A Discussion of Program Performance Measurement

Section 2 - OTR's Role in Establishing Requirements

Section 3 - Some Observations

Section 4 - Appendix A - C

25X1A

A Discussion of Program Performance Measurement

There are four steps involved in Program Performance Measurement that must be followed in a continually repetitive sequence to achieve the full benefits of such efforts.

The *first step* requires the careful specification and analysis of basic program objectives in each major area of activity. To accomplish this one must back away from the particular program being carried on, look at their objectives, and ask what are we really trying to accomplish. This definition of goals to be accomplished should start ideally at the top of the "organization" so that each level can be certain that their definition of goals falls within the scope of what has been defined by the next higher level. OTR certainly must provide the training necessary for agency personnel to accomplish or improve the accomplishment of the various agency missions but such definition is too broad and must be narrowed. At the other extreme for OTR to say we shall train "x" number of people or increase our student through-put by some quantity is too narrow and must be broadened. Specification of OTR objectives must fall between these two extremes. The more we learn about how to reach an objective, the more clearly we understand the objective resulting in a constant interaction between the decision process and our knowledge of our true objectives.

The *second step* involves the analysis of the output of a given program in terms of the objectives initially specified in the first step. For the OTR programs, our output addresses not how many or how many more students did we turn out but rather what improvements,

-- 2 --

knowledge and/or new skills have we provided to the student. Will our educational efforts influence his behavior on the job and improve his job performance. This is often referred to as feedback a term taken from engineering servomechanism theory.

The *third step* calls for measurement of the total costs of the program -- not just for one year but over at least several years ahead. This would require OTR to identify the resources expended in each program, to accumulate resource costs by program and to extrapolate into the future periods from a historical cost data base.

The *fourth step* involves the analysis of alternatives if and only if programs are competing for limited resources. As an expository application let us examine how these steps or this cycle of events applies to the Information Science Program and the Information Science for Intelligence Functions Course within that program.

Course objectives serve two purposes:

1. They express the desired results of our customers in terms of accomplishments or goals to be achieved by the course.

2. They provide the basis or elements fundamental to course evaluation.

The most difficult aspect of any professional performance measurement scheme is not how to measure but what should be measured. What should be measured is dependent upon how one is organized and whether accountability and responsibility for activities which

satisfy customers needs are clearly defined and understood by those charged with such responsibility and accountability. Clearly organizational analysis is beyond the scope of this paper nevertheless the interrelationship between the design of an organization and an evaluation of an organization's performance must be clearly established.

These ideas have been used in our Information Science Program. For example I have *assumed* from our previous planning that the single overall objective required by step one of our Information Science Training Program at the Chief/Information Science Training Staff level is to educate Intelligence Professionals in the Information Science Disciplines. For the Current FY 73 Community Program segment, the numbers of students planned were as follows:

2 offerings	—	Survey	—	3 weeks	—	30 stdts	= 60
2 offerings	—	Functions	—	4 weeks	—	25 stdts	= 50
2 offerings	—	Inf. Sci.	—	1 week	—	25 stdts	= 50

Total Students   160

Total Course Weeks   16

Assuming for step two that the proper output measure of the Information Science Program objective is to quote numbers of students exposed to Information Science then I could certify for the Functions Course that 27 + 30 or 57 students completed the Functions Course during FY 73. One can further document the specific inputs (and their costs required in step three) required to generate this output of 57 students i.e., lecture time of resident and guest faculty, course preparation time, computer time and charges (by problem and lecture if necessary) etc. From a Systems Analysis point of view,

- 4 -

the output (57 students) is tied to the related and required inputs
(the resources and their costs) but is this a sufficient and proper
measure? This measure of output as a single measure reflects the
number of students put through the course but *does not reflect* the
full range of *values* or *benefits* provided to our students and their
respective organizations. In order to measure the value provided
by the Functions Course and its contribution to the Information
Science Program overall, it is necessary to go beyond the single
measure of student output and resource input to determine whether
we accomplished the course objectives and accordingly satisfied
the students our customers. What is missing is the careful specification
and analysis of the program objectives which produces a more meaningful
output measure.

    To elaborate further -- for the Functions Course alone -- four
priority ranked specific student-oriented objectives were established
(step one):

    1.   To familiarize you with the terminology and basic
techniques of Information Science.

    2.   To develop your capability of identifying and defining
problems in your professional intelligence field which
are amenable to solution by information science techniques
and to solve such problems at the elementary level.

    3.   To improve your communications capabilities in conferring
with information science professionals.

    4.   To encourage you to pursue further the development of
your own, and your organization's information science
resources and capabilities.

How well we accomplish these objectives in the Functions Course
with a fixed set of resource inputs is reflected in the course

evaluations completed by the students. A summary of the student

evaluation responses from the last Functions Course demonstrates

to what degree these objectives were fulfilled for that particular

class (step two):

STUDENT EVALUATION-FINDINGS

OBJECTIVE	OUTSTANDING/EXCELLENT	GOOD	FAIR
1.	27 Students 90% of the class	3 10%	0 --
2.	15 50%	13 43%	2 7%
3.	21 70%	7 23%	2 7%
4.	23 77%	6 20%	1 3%

From these findings one can conclude that all objectives were

accomplished. Since objectives 2 and 3 rank the lowest, efforts

should be directed toward improving those areas for the next

offering of the Functions Course. A follow-up questionnaire, four

to six months after the course, would further confirm the degree of

job application accomplished by the students of each course.

These objectives and the associated evaluation scheme used for

the Functions Course may not be applicable for all courses conducted

by OTR. Each course must have specified its own set of objectives

based on the unique requirements of the customer needs to be satisfied

by each course. How each course is conducted depends upon (1) the

subject material to be presented, (2) the skill and knowledge of the

assigned manpower presenting the course and (3) any procedural

directives issued by top and/or middle management that apply

specifically to a particular program or course. These are the factors that influence not only the specification of objectives but also the degree to which the course objectives can be accomplished.

OTR's Role in Establishing Requirements

Although this process, its steps and their interrelationship have been explained using the Functions Course as a "real live intelligence application" the same concepts apply to any level within the organization. For example, the objectives that OTR must accomplish have in the past depended upon the requirements that have been levied by "Top" management. How OTR is organized has depended upon (1) the entire list of such requirements and (2) the aggregation of similiar activities and/or courses (requirements) into manageable (school) segments. Such aggregations must provide for clearly defined areas of responsibility and authority which are the pre-requisites to accountability. To say the least I have been disappointed in the limited agency career development program that exists only for specific segments or very narrow specialties. The time has come for OTR to become more aggressive not only in career development training but also in much of the currently named "component" training. The training that OTR conducts for the Directorate of Operations and the Directorate of Intelligence I consider to be basically component training. In order to effect better utilization of training assets by OTR, OTR must effectively plan, organize and control the total training effort of

- 7 -

the agency. Planning sets the stage, organizing sets the resources
and controlling sets the degree to which the organization will
continue to survive. Planning determines a schedule of what is to
be accomplished, Organizing determines the resources to be invested
and how to accomplish the planned schedule and controlling determines
how well the plan was accomplished. Since control requires a
measured comparison of what was accomplished to what was planned to
be accomplished, there can be *no* control without a succinct plan.
The degree or amount of control required is dependent upon the
professional capabilities of the personnel. In this regard OTR must
decide what role it is to play in Agency Training. This really means
a restatement of the objectives to be accomplished, time-phased in a
reasonable balance between assets, resources and time for accomplishment.
I am reminded of the little boy who was asked by his father (a world
reknowned Production Control expert) what he wanted for his birthday
next month. The boy replied "a baby brother." His dad responded
with "that's impossible son." To which the boy quickly replied
"you have taught me all of the principles and practices of effective
production control, just put more men on the job".

Once the objectives are carefully specified and analyzed, then
OTR can determine if the present organization is properly structured
to accomplish this priority-ranked list of objectives. The only
definitive principles of organization structure that apply are that
(1) each organization falls somewhere between the extremes of being
functionally organized and being product or service organized and

- 8 -

(2) like-activities should be grouped into manageable segments so that the specified objectives of such "grouped" activities can be responsibly accomplished.

If OTR is to exert more influence in career development, then OTR must write career development plans (programs) in conjunction with each responsible directorate. These career development programs then become the focal point of the OTR program planning and the subsequent course planning. The existence of career development plans does not require OTR to be organized along the same career structure. In fact, an OTR element such as the Information Science Program can cut across a number of career development plans by providing segments of instruction or courses that fit into various career progression patterns. Other such examples include the IWA introductory orientation, the mid-career and management courses and the senior seminar.

If OTR recognizes a need or void in training then a course or program should be developed and presented. Demand for such a program can be generated through effective advertising campaigns. We should look to the methods used in successful marketing research and advertising campaigns and apply such tactics to researching the need and promoting newly developed programs.

To determine how well each course is meeting its objectives, I offer as an example (appendix A) the form used in the Functions Course. As a follow-up questionnaire, I offer the form (appendix B) designed for the Functions Course. To determine the allocation of manpower/time assets, I offer the Faculty/Staff Activity Report (appendix C) as the

basic time allocation data collection device. One can thus relate resource expenditures to the benefits provided to our customers -- the students and to those responsible for review of career development.

Some Observations

It is often charged that such measurement sets up biases in decision-making by concentrating on costs and ignoring intangibles and human factors which cannot be quantified. Or conversely by naively attempting to put numbers on such imponderable elements thereby misleading the decision-maker. Such thinking often forces personnel to play games. For example (in the evaluation of personnel who (1) present lectures or (2) participate as guest lecturers in other courses.) If I knew that my performance was to be evaluated on (1) the number of students who were lectured (2) the number of my lecture hours and (3) the ratio of students per lecture hours then I would make certain that my lecture hours per course were at a maximum and that I lectured only to large student-groups or classes. I could so maximize my performance measures that I would always be number one on this performance roster.

However sincere these critics may be -- they reflect a complete misunderstanding of the relevent issue. And sometimes they simply reflect the chagrin that particular pet projects may not show up well under such measurement schemes.

Program Performance measurement does require a systematic analysis (the means) of program proposals and decisions, concentrating on those particular decisions (the ends) which have inherent budgetary

consequences. Please note that systematic analysis does not have to be quantitative and is not co-extensive with quantitative analysis. The word "analyze" does not have the same meaning as the words "quantify" or "measure" although analysis often includes some form of measurement. Management by Objectives, the PPB process or whatever the current "in" title of a good management philosopy is, all of these concepts seek to subject to a systematic analysis both the tangible and intangible elements of a program decision. We live in a world that must make decisions often using limited or meagre information. This is more akin to the European Style of Management which opts for a decision as contrasted with the American Style which opts for "adequate" information *before* making the decision. In any event let us not become so Management by Objectives (MBO) oriented that we become managers who can't make decisions unless the plan calls for a decision.

APPENDIX – A

INFORMATION SCIENCE FOR INTELLIGENCE FUNCTIONS

CLASS: _____

INTRODUCTION. The Staff is concerned with the quality of its educational program. Your constructive comments are solicited and will be used as part of the basis for improving the ability of future presentations of the Functions Course to meet the information science training requirements of user organizations.

1. What is your overall impression of this course?

Outstanding_____ Excellent_____ Good_____ Fair_____ Poor_____

2. Did we fulfill each of our course objectives for you? Indicate below:

    (a) To familiarize you with the terminology and basic techniques of Information Science.

Outstanding_____ Excellent_____ Good_____ Fair_____ Poor_____

    (b) To develop your capability of identifying and defining problems in your professional intelligence field which are amenable to solution by information science techniques and to solve such problems at the elementary level.

Outstanding_____ Excellent_____ Good_____ Fair_____ Poor_____

    (c) To improve your communications capabilities in conferring with information science professionals.

Outstanding_____ Excellent_____ Good_____ Fair_____ Poor_____

    (d) To encourage you to pursue further the development of your own, and your organization's information science resources and capabilities.

Outstanding_____ Excellent_____ Good_____ Fair_____ Poor_____

    (e) Do you believe the course content is compatible with the course objectives? Yes_____ No_____
    Discuss this compatibility and describe any changes that you think would increase this compatibility.

4. Would you recommend this course to a co-worker?

Yes_____ No_____

5. What is your job title and what are your major tasks?

6. What are your personal reason(s) for attending this course?

7. Reflecting on your learning from the course what percent of the course do you feel will contribute or be of use to you? Please identify by entering one (x) check for each line.

   a. Immediate Use _____
                    25%   50%   75%   100%

   b. Long-range Use _____
                     25%   50%   75%   100%

8. Please rate the course in light of your answers to Questions #4, #5, #6 and #7.

Outstanding____ Excellent____ Good____ Fair____ Poor____

9. As a follow-up to your end-of-course evaluation, any subsequent comments based on work experience at your home station would be most welcome and helpful in updating course relevance. Would you be interested in accomplishing a post-graduate questionnaire four months after completion of this Course?

                    Yes_____   No_____

3

APPENDIX - B

3. Reflect on your learning from the course this award. ted please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certainly incorporate the information and techniques from this element in my work.
Elementary System Concepts					
Basic Programming					
Statistics					
Library Programs					
DELPHI					
Decision Trees					
Network Analysis					
Intelligence Problems – making use of these new techniques					

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certainly incorporate the information and techniques from this element in my work.
Probability					
Linear Programming					
Basic Programming					
Single Correlation & Regression					
Library Programs					
DELPHI					
Probability Assessment					
Intelligence Problems – making use of these new techniques					

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certain incorporate the information and techniques from this element in m work.
Information Storage And Retrieval					
Queueing					
Basic Programming					
Decision Theory					
Library Programs					
DELPHI					
ISS					
COINS					
Intelligence Problems — making use of these new techniques					

3. Reflect on your learning from the course this week. For each subject element listed please indicate your personal reaction to the appropriate space.

SUBJECT ELEMENT	I can see no application for this element in my work.	I am aware of a few applications for this element.	I am aware of many applications for this element in my work.	I'd like to incorporate the information & techniques from this element in my work.	I will certainly incorporate the information and techniques from this element in my work.
Retrieval Operations					
Search Strategy					
Bayesian Analysis					
Semantic Distortion					
File Construction					
MIS/PPB					
Human Factors					
Modelling & Simulation					
PERT					
Intelligence Problems - making use of these new techniques					

APPENDIX - C

NAME:_____   WEEK OF:_____TO_____

This form is simple to maintain if done each day. Indicate the
amount of time spent performing any activity listed. (Indicate
others if necessary.) An activity is considered significant if
it requires more than 15 minutes of your time to do it. In the
case of short duration jobs, i.e., filing, merely record the
approximate total time spent in that activity during the day.
turn in to branch chief by Friday noon each week.

ADMINISTRATION:	Mon.	Tue.	Wed.	Thur.	Fri.	O.T.
Management:						
letter/report-research						
letter/report-preparation						
letter/report-coordinating						
Briefings-preparing						
Briefings-presenting						
Briefings-attending						
Meetings-preparation						
Meetings-attending						
Telephone						
Clerical:						
typing						
filing						
reproduction						
meetings						
telephone						
training						
CURRICULUM:						
Instruction:						
Research/study						
Lesson preparation						
Lesson presentation						
Lesson attendance						
Coordinating						

CURRICULUM ACTIVITY CONTD.	Mon.	Tue.	Wed.	Thur.	Fri.	O.T.
Scheduling:						
preparation						
coordinating						
Student Advising/Evaluating						
Faculty Advisor Time						
Seminar Evaluation						
Paper/report evaluation						
Briefing evaluation						
Counseling						
Record administration						
Exercises:						
Development						
Preparation for						
Participation						
SECURITY:						
Security indoctrination/training						
PROFESSIONALISM:						
Professional development						
Proficiency maintenance						
TRAVEL/LEAVE:						
Travel/TDY						
Leave						

Next 1 Page(s) In Document Exempt

STATINTL

STATINTL

STATINTL

ILLE

Curriculum Committee Meeting   DTR Conf Rm
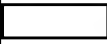25 October 1973
2:00-5:00 pm

Attendance:

mic

(for discussion on Self-Study Program)

The memo described what options are open to us now in the Self-Study Program; self-study means different things to different people. DTR wants this thing thought about and talked about in this group.

The paper presents the thing very well as to what exists at the moment and where the confusion exists. What are we trying to do?

The DTR has expressed the need for the use of video cassette tapes as the primary teaching medium in management courses. He feels it might also be applied to other courses in OTR. Doing this would require an instructor ILLEGIB to conduct the course and handle a seminar, discussions, and the problems presented, so therefore it would not
a
really be/self study activity. This will require us to develop these cassettes and conduct the courses. It will require equipment. The DTR has not clearly told us what he wants as self-study. Use of video cassettes in a course would cut down on the number of instructors you need, yes, but you still would need an instructor there. This would make the cassette a training aid.

Let's look at our inventory now...we have

   a. cassettes that carry a message, a specific instance...

   b. a cassette that is a course, and is indeed a self-study course, with

      a drill book, homework, and no instructors are needed.

Does MBO have a workbook?

It has a leader's guide to be used for discussion purposes.

There is not, in our opinion, a   sufficiently sound group of ILLEGIB messages to enable us to say that "here's a course."

Of the video cassettes available today, those helpful to us exist only in the fields of management and computer science; there are some available in specific skills training.

Looks like a small market for us; have we surveyed the potential source?

We have a rather complete bibliography; some are simply cassette versions of motion pictures. A lot of films are now showing up in the cassette series.

Regarding management training, we have come through a history of dealing with package things, e.g., the Grid, former AMP which drew much criticism, and a new AMP which seems to have received a favorable reaction. When we go into package stuff of management theory, we should look at how relevant it is to this Agency. If it doesn't relate we should not put too much investment in that kind of program. On the other hand, if it is truly self-study where no instructor is involved, then that is a different kettle of fish.

You won't get anything relevant to the Agency. But I thought the MBO series relevant. it contains a lot of things about the fundamentals of MBO. A person could learn a good deal.

What about some of the training that is presently being done, say at the ____ ..I'm not sure this is what the DTR has in mind, but we could put STATINTL is it, e.g. something on ____ on cassettes and let it be used as a unit of instruction and have it available for self-study.

How much money do you have?

Not very much, $6,000 which will only buy 3 sets of cassettes.

We're putting in a one month rental order from this group that came to brief us, but they only have six subjects, only one of which applies to us.

I propose the following:

I think perhaps the DTR is getting ahead of the situation here with a magical concept which is tied into a set of facts that we can't grapple with until we know more about what audio visual support and training aids we want to get into. Since we are in an experimental stage, it is not to our benefit to search out lots of areas or possible extension of equipment that we don't have much feel for at this time. ____ is going to Chicago in November for an audio-visual seminar and we would like to learn some essential steps first before we start into courses. We must not let ourselves be distracted from achieving those first steps and we should be allowed a certain amount of time to exerpiment, etc. before we can impose some applications of equipment.

Maybe those applications of what the DTR wants will come in due course, but at this moment, I feel I whould try to persuade him not to fish in these waters. There's a little time needed here, and we're involved in a very experimental and unknown field, too. So let's concentrate on Option C.

Presently, where it is material, the video cassette system can be used in a course. This can just be a segment of a day's block of instruction. This would not be related to self-study, it would be just a substitute for a film then.

If it's part of a bloc of instruction, then it's just like a film; but if the equipment is there, and they use it before hours, and it's something extra, it could then be considered self-study.

Why not get 6-8 pieces of equipment, put then in headquarters, advertise that we have them, and stand back and see what happens...

Let's agree that we proceed with Option C and at the same time we are perfectly well awareofthe DTR's position parties but at this time for reasons of a technical and financial nature, to proceed in that vein at this time will be taken under advisement in due course.

STATINTL

Also, option D.

STATINTL

I'd like to give a little briefing on what is going on at [ ] ..on

our training units, [ ] and intel cables, we're putting them STATINTL

on tape, and we hope to get to the point where the tapes are self sustaining. As an example, if an instructor looks at an intel cable written by a student know after student has studied the tapes, he can say "you better review tape 12 on this, it will give you the answer." But to effect this, I can say it will be a long way down the pike. It could be useful for ALT, and in the Ops Support andx AOC courses. But I can't at the moment see it being put on the shelf shelf and having some DDO officer call for a particular tape. But it's far down the pike, and it will have to be done in a time when we are fatter, and we'll almost have to back up several

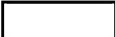instructors and have them concentrate on getting it done.

Old Business

Determination of alternates:

STATINTL

> The Chairman reminded the membership of the creation of

a policy collection; asked for their contributions.

> The Cunningham paper on the training of the analyst is

not existent. We will not have a paper on training for the analyst for

STATINTL

our 7-8 Nov mtg [ ] remove it from the Agenda.

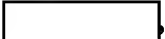> Report on meeting with [ ] re DDO counselling   STAT

STATINTL

course

We checked on who are the people they are talking about in their memo.

This group has been put together as a career management group plus

people in each of the divisions who serve as counsellors.

In determing what they need: they have all in one point in time supervisied

people and there is a desire for all of them to know what sound counselling

techniques are...what problems might come up in a relationship.

Shep's memo is only a for instance. They would like a little bit of

skill practice, and there is no specific deadline for us. When we mentioned   STATINTL

presentations
audio cassettes/on the subject, this caused some reaction from [ ],

DO/TRO.

The decision was that they do need something that we can help with and we

should put someone in touch with them who can help them.

There is a guy at the Univ of Virginia who has this sort of lecture...exactly

what they want.

They would like this done internally so they can discuss their own problems.

We suggested use of our own equipment downstairs. Somebody ought to be

put in touch with them and that person can follow our lead.

We asked how big an audience..about 15 this time and possibly another 15.

So it might not be a full blown course.

We mentioned that parts of FSM might be valuable to them.

Would be interesting to know how many have had it.

How about other contributors? OMS?

(medias)

Not really necessary, we got on to this/because   Shep mentioned

transactional analysis, but remember that his use of thewords, transactional

analysis was only a for instance.

This was just a gratuitious thought thrown out by Shep.

If it is agreed that we should take it on, who will do it?

While functionally, it is something that would come closer to us, since

Art expressed an interest in it, I would be happy to defer to Art.

Have a full schedule now developing training profiles...no time.

Question is: at what time can we get into business with them?

Seems to me that counselling falls into the area of management so give it

to management faculty.

Will accept it, but would ask that Alan and Charlie give us in writing the

benefit of all of these discussions. Need information on some of the

objectives so I can identify the man to assign to the job.

We'll sit down with you and whoever you nominate to handle it and talk with

him.

Want paper before I select him.

Directed Alan and Charlie to write a paper which will give us a very good

documentation...tell Shep andGordon that we have talked about it and we'll be

in touch as soon as we can.

STATINTL

STAT

Report on the _____ meeting

_____, as head of the _____

STATINTL

STAT

_____ of the Plans Staff of the DDO, is concerned with a worldwide picture of

judging the performance of stations on the performance they have turned in

against the objectives that have been set. This ties in with MBO. John has

STATINTL

seen the _____ series. Says DDO will proceed with MBO system; he is looking

for something that can be applied to some of the jobs that they are doing in

STATINTL

this evaluation work. _____ told him this would be a requirement for a MBO

packet of great interest in the Agency. We must get 2-3 days of MBO to

relate to the Agency system. However, agency system is not uniform and it is ha

STATINTL

hard to come up with a Agency-wide MBO packet. We have agreed to send _____

all of the material that we had available on MBO for his use and for his staff's

STATINTL

use. Also agreed that _____ would contact him. Theory of MBO is quite

simple; the problem is in the mechanics.

considered new. Critiques should be continued but in the limit that I am

suggesting. What our front office needs is less paper, not more. Since

course reports are directed to the DTR you would assume that their attach-

ments are going to be read by him. But I would say that the critiques
                        retained
should be ~~written~~ by the unit involved and held on call. With exception of

a new course...e.g., AMP where critiques are extremely important. I think

a course report in its body should contain a summary of the salient comments

made by the students, give a general flavor of how students reacted to the

course.

A routing for course reports:

1. should go from the instructor to the branch or unit chief

STATINTL   2. then to [   ] C/PDS/DTG (w/ critiques attached)..[   ] may remove STATINTL

       critiques...

3. Then to C/PDS

STATINTL   4. Then to DTR

Do I get reports on Ops courses? ....mainly those in FTD and the [ ] STATINTL

courses...

If there is anything of interest to SA/OT, of course. Dale will send his

reports to SA/OT, and then to [   ]   STATINTL

There should be some formal policy statement.

Each unit chief ought to devise a type of critique form which is good

for his courses.

I think evaluations, and we call them evaluations--not critiques, are

very important and I think if you do it right you can get some useful feed-

back. It depends on the course and the level of the people. Think the

feedback is useful for course design and it's useful in terms of preparing

a final report. Think it can be used in evaluating the course objectives.

Think it's a criminal act to send forward handwritten critiques.

Should consolidate all the answers to a certain question, but I am against

the idea of summarizing and extracting favorable comments.

In my experience, I read a lot of critiques-- for a year and gave back

extensive remarks to instructors...and I sent back memoranda to the chief

instructors...changes in courses resulted...e.,g, China Ops, BOC...the

important things is that some kind of independent analysis is very useful.

We have indicated to [____] that we will do what we can.   STATINTL

At the training officers conference I was asked about an orientation for sub

professionals (not clerical, not professionals)...I want to go to the senior

training officers and get from them an idea of the population for such a

course, their backlog, how many eod's annually in this category, and how

seriours a matter this is to the sr training officers.

Will get a big response from NPIC.

IWA is for newly eod's professionals.

Are we guilty of an elitist approach?

The question is in an exploratory stage now. I would see this as a 3 day

course to be done with my existing staff.

STATINTL

I asked [_____] to tell us about additional day for DDO in next running

of CIA Today and Tomorrow.

STATINTL

This will be the fourth day starting with the January running. [_____]

and I put our heads together and got a program which will be supplementary

to the course. Picked subjects and people. We compromised on the question

of OTR running it. We are going ahead this time in terms of reserving a

room, scope notes, etc., but that after that Jack and Company will take it

over. I posed the problem that if this is successful we can't run 4th

days for every outfit. But we are in good shape and will do it next time.

STATINTL

Will probably not put [_____] on it, because he's handling the three

day problem, but probably [_____] since they are from   STATINTL

the DDO.

TO THE AGENDA -..finally...

First item: Course reports, critiques, and schedule formats:

This is precisely where I came in. Found everything I read to be very famil-

iar and really a bit boring. Would like to suggest that we not get into a

long historical discussion. I feel that course critiques/written by

students tell you nothing that you dont know in establishing courses and

they don't provide you with anything useful. They are old hat and sometimes

troublesome. They do provide a chance for the student to express himself,

however. I would vote for continuing course critiques but I do not feel that

critiques should be sent further than the unit chief except for new

courses. And after 3 runnings, in my book a course is no longer to be

We would continue course critiques,, course report contain some summary of them; want to stop the paper tonnage from hitting the bow.

But don't assume that what you get from the chief instructors as a summary of critiques is indeed what the critiques say.

There are lots of ways of critiquing a course. Take the BOC. Every 2-3 weeks, the chief instructor xx has a free-for-all with the students. They can day anything they want, this is taken into account in the course report, but this gives you immediate and constant Feedback. Yes, independent judgement is good if those making the judgement know what is involved and know the details.

There is a kind of feedback that is of use to the staff and there is also a different kind of report to someone independent.

Concept of not needing critiques in long established courses is fallacious. This is based on the thought that courses never change.

There are disparate courses and disparate views. Do you want uniformity or not; only way to get it is to issue OTR policy.

Place no great stock in uniformity. It stifles and sometimes requires a little dishonesty.

I see no real point of disagreement here.

Really the best way to do it is to have a guy who you are relying on to judge your course, who designs a critiques to fit a course, and perhaps it should be done on a selective basis.

Every student should have an opportunity to be heard.

I think we should be getting some sort of reading if we are to do the job we set out to do in terms of objectives.

We use a simple matrix system which is quite helpful.

Quantititive approach tells you where the problem is; but doesn't tell you what the problem is.

I think we should know whether or not we are hitting our objectives; we should add a paragraph in the critiques on this.

This should be one of the meatiest parts of the course report.

I think: we agree that critiques are expected as a general rule, format may vary, for all OTR courses offerings with minimum exceptions,

and a principal thing in all critiques is a question on whether

the course achieved its stated objective or objectives.

Things someone xx should try xxx their hand at the simple OTR policy statement

on critiques. Need some kind of very basic critique guides .

There is a difference in what is needed at the instructor level and at the

DTR level.

Critiques are required in every course, students are afforded an opportunity

to write a critique in every course. Signing the critiques is optional.

Wants to see to it that the xxxxxx paper flow is reduced. If we don't attache

the critiques, the DTR can always exercise his option to read and call for

the critiques.

Will ▢ comment on the reports that go forward?

Right now, no.

Xx We should have a list of things in the policy paper which should be

covered in critiques. But let's be flexible in format.

Policy has got to be broad.

▢ there is no prohibition in ▢ routing a drop

copy to anyone else affected by a part of the course report?

Right.

I think it's unconceivable that we don't have a policy on critiques. Let's

get a policy with the latitude that Don is suggesting but containing funda-

mental princ9ples.

A critique is basically an in-house document for the unit responsible for

that course.

We/lll work on a policy statement, but the method of routing is decided.

COURSE REPORTS

Should EEO data be in course reports

(mfs to see what statistics the registrar is compilong on their raciality

and sexuality...and if there is still a requirements to do so.)

Data base can easily be built in end of course reports. Minimum data is the

class roster which is attached. Roster comes along with the course report.

The information which tells you whether the right people are being sent to your

course should be sent forward also.

Issue is what OTR needs in order to have a data base.

There should be an OTR position established as to what the reports should

STATINTL

reflect. Reommendations of individdal unit chiefs should be determined here.

Suggest that girls in registrat office have a 5 x 8 card which checks pre-requisites. If student doesn't have, or if 73 is incomplete, send back for proper completion.

to ask Elmer what statistics that he he feels he needs to have.

ask elmer what do they report out on the EEO thing and from where does he get his data in order to make his report...

A statistical sheet on the kind of people in the course is valuabble in some courses.

Include directorate breakdowns?

yes.

Discussion of agenda for 7-8 November:

1. [ ] ontinuation of discussion on crituqies, end of course reports, schedule formats, etc.

2. requirements and production ofTV tapes.

drop analyst paper

(check schedule in last minutes)

ILLEGIB